

# Libraries

(A Continuation of Public Libraries)

Vol. 35

April, 1930

No. 4

## Censorship and the Public Library<sup>1</sup>

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Within recent years there has been a marked recrudescence of the spirit of censorship, characterized by attempts to censor not only many phases of our conduct but also much of our thinking. The eighteenth amendment with its attendant legislation is perhaps the most notable example. The widespread movement for 100 per cent Americanism and the crusades against the various grades of redness in politics and economics, against modernism in religion, against evolution in science, are but a few of the many manifestations of this spirit. This tendency may be accounted for in part by two facts: that during the war there was a combination of a crowd psychology, compelling a certain rigidity and uniformity of speech and thought, with a greater laxity of conduct; and that since the war there has been a release of thought and speech, which have tended to run wild. Set free, youth of all ages, the liberals, the radicals, have been receptive to new ideas. They explore and discover and experiment. They have broken away from the old folkways. The older generation, again of all mental and spiritual ages, the conservatives, are attempting to keep life,

conduct, and that in the old channels, that is, to maintain the old folkways. The newer generation looks toward the future unafraid, is interested and curious, desires to discover whether the new may not have more of meaning, truth and beauty—at least more of excitement—than the old. The older generation is dazed and alarmed at the new, does not want to recognize its existence, strives to ignore it. Because it is new it is suspect, probably bad, and so must not be permitted to exist. It must be censored, that is, either destroyed or robbed of the newness that makes it different, be made to conform to the old and familiar.

A discussion of censorship as applied to public libraries will be helped by a brief outline of the history of censorship in general, for the compilation of which I have drawn freely on the article on censorship in the new edition of the *Encyclopedia Britannica*, on the recent speech by Senator Bronson Cutting of New Mexico in the United States Senate on pertinent clauses in the tariff bill,<sup>2</sup> on an article<sup>3</sup> in the January *Atlantic Monthly*, and other sources.

<sup>1</sup>Read before the Washington literary society and other organizations in January.

<sup>2</sup>*Congressional Record*, October 11, 1929. pp.4650-4682.

<sup>3</sup>The Practice of censorship, by Edward Weeks, *Atlantic Monthly*, January 1930. pp.17-25.

By papal authority the first *Index librorum expurgandorum* (or *prohibitorum*) was published in 1564, a catalog of printed publications prohibited to professing Christians whether on doctrinal or moral grounds. The *Index* lists books absolutely condemned or those prohibited until they have been "corrected." The latest edition has been published within the last few months. By the way, it is reported to be the first book to issue from the new state printing house of the Vatican. The list still contains Gibbon's *Rome*, certain novels of Victor Hugo and Balzac, and all the works of Maeterlinck.

Modern censorship of printed publications has been almost universal thruout the continent of Europe. Its purpose has been to control opinion. Books have been suppressed, their authors fined and imprisoned and newspapers and periodicals subjected to censorship, always political and military and often religious and moral.

In Great Britain John Milton's protest against the tyrannous censorship of Parliament, in the *Areopagitica*, a speech . . . for the liberty of unlicensed printing, had no effect at the time (1644) but did produce results after the English Revolution. Since 1695 there has been almost complete freedom of the press, except that publishers of criminal and injurious matter are answerable to the laws of libel and blasphemy. Curiously Great Britain has maintained down to our own day a dramatic censorship exercised by a licenser of plays whose office goes back to 1737. In spite of repeated protests from dramatic authors, there seems no disposition to abolish this censorship.

Such censorship of books as exists in England results from court proceedings under Lord Campbell's act, passed in 1857, "for more effectively preventing the sale of obscene books, pictures, prints and other articles." As originally enacted this measure was intended, according to

its introducer, "to apply exclusively to works written for the single purpose of corrupting the morals of youth and of a nature calculated to shock the common feelings of decency in any well-regulated mind." Thru later court construction by Lord Chief Justice Cockburn it was decided that "the test of obscenity is this, whether the tendency of the matter charged as obscenity is to deprave and corrupt those whose minds are open to such immoral influences." This test, by the way, is the one which has been generally followed in the American courts. In actual practice the operation of the law has not proved oppressive, because of the conscientiousness and learning usually characteristic of English justices under whom such proceedings are taken. It should be noted, however, that within a year two recent novels were suppressed in England, both of which are now freely circulated in the United States. One, Hall's *The Well of Loneliness*, was denied admission by our custom censorship, but was later released by a court decision. The other *The Sleeveless errand* by Norah James seemed to attract little adverse comment here.

The new Irish Free State has established official censorship of films and books. A recent number of the *Irish Statesman*<sup>4</sup> has an amusing article on booklegging, in which it is stated that as a result of the law Irish people who had hardly ever opened a book before are now trying to acquire libraries of their own.

In the United States, since the adoption of the first amendment to the Constitution in 1791 declaring that "Congress shall make no law . . . abridging the freedom of speech or of the press," there has been no official prepublication censorship, except in war time. Generally speaking, freedom of communication has been limited by the police power, acting after publication, to protect the

<sup>4</sup> *Irish Statesman*, November 2, 1929. p. 167.

State, public morals, or public peace. Such police interference has been called punitive censorship, since the fear of punishment often acts as a deterrent to publication.

The United States Post Office exercises censorship thru the denial of second-class mailing privileges to publications containing matter forbidden by certain Federal statutes, especially the so-called Comstock law enacted in 1873, which makes unmailable obscene printed matter. The postal authorities act at their own discretion, and it is extremely difficult to secure any judicial review of such action. At various times certain numbers of such periodicals as *Life*, *Hearst's Magazine*, and the *American Mercury* have been excluded from the mails. A copy of Ovid's *Metamorphoses* addressed to a Johns Hopkins University professor was barred by one postmaster. Another held up a publisher's catalog because it advertised an edition of the *Decameron*, and still another because it listed Elmer Gantry. Books by Tolstoi and by Swedenborg, probably in every public library, have been barred from the mails; and the 1911 official report of the Vice commission of the city of Chicago was excluded from the mails.

The United States Bureau of customs, under the tariff act, also exercises censorship in forbidding entry into the country of obscene books, pamphlets, etc. In the pending tariff act, as passed by the House, it is proposed to extend its provisions so as to prohibit the importation of books, etc., "containing any matter advocating or urging treason, insurrection, or forcible resistance to any law of the United States, or containing any threat to take the life or inflict bodily harm upon the President of the United States." Senator Cutting is making a vigorous fight to eliminate the provision altogether or at least to carry it back to the 1842 form which excluded only indecent pictures. As that section of the bill

first passed the Senate (it may be changed in the final enactment), he did succeed in having eliminated the provision forbidding entry of obscene publications and also secured the modification of the clause relating to sedition so that it now prohibits matter "urging forcible resistance to any law of the United States or containing any threat to take the life of or inflict bodily harm upon any person in the United States." By the way, librarians, who favor neither obscenity nor revolution, are earnestly supporting Senator Cutting's efforts. The Committee on bookbuying of the American Library Association in a resolution gives its reasons for its support "on the grounds that this clause creates an effective censorship over foreign literature; will ban many of the classics of modern economics; will keep out material relating to revolutions in foreign countries; will indirectly stop the reprinting of such books by our own publishers, and is a reflection upon the intelligence of the American people by implying that they are so stupid and so untrustworthy that they cannot read about revolutions without immediately becoming traitors and revolutionaries themselves; and because the decision of questions of social policy is withdrawn from the ordinary courts and placed in the hands of officials primarily chosen for their special qualifications in dealing with the administrative details of tariff laws."

Senator Cutting in his address in the Senate reported that the differences of opinion between the postal and customs authorities as to what books should be admitted to the country and what might be sent thru the mails within the country proved so numerous as finally to result in a conference between the experts in indecent literature in the two departments. Out of that conference a black list was prepared in October 1928; a supplement is dated April 1929. This list, a

copy of which I have in my possession, contains 739 titles, of these 379 or more than half are in Spanish; 231 or more than a third are in French; five are in Italian; 10 are in German; 114 of these immoral books, barred by the censor, are in English. The absurdity of this curious list, and some of the vagaries and inconsistencies of attempts at censorship become evident when certain features are pointed out. Gautier's *Mademoiselle Maupin* may be imported in the original French or in an English translation, but entry of a Spanish translation is forbidden. The *Memoirs of Brantôme* is likewise deemed entirely proper in its original French; likewise in English; but a translation in Spanish is taboo. The writings of Pietro Aretino, sixteenth century Italian humanist, may be imported, provided they are translated into Spanish, but are forbidden entry in the original or in English translation. Even more curious, the *Arabian nights* is not barred in the translation by Payne or even the franker one by Burton, but a French translation by Mordrus is interdicted. A translation of the *Lysistrata* of Aristophanes, Rousseau's *Confessions*, Boccaccio's *Decameron*, and certain works of Balzac are also excluded. In February 1929 a Boston customs official confiscated 13 copies of Voltaire's *Candide* intended for a Harvard classroom and did not release them till August when the class was no longer in session and so could not be harmed by this classic of irony. Finally, A. Edward Newton, a well known book collector with a notable private library about which he has written several interesting books, had confiscated by the customs authorities a certain edition of Rabelais, which he wished to add to the first and others which he already had. In the debate in the Senate it was brought out that the English translation of *All quiet on the western front*, by Remarque, considered by some to be an exceptionally

true picture of modern warfare as it concerns the individual soldier, was forbidden entry by the customs officers. The American edition is much expurgated. Senator Tydings, who had read the English edition, said of it in the Senate debate: "There is nothing immoral in the book. . . . It simply tells what a soldier does, and it tells the truth." It is "a much better book for peace than the American edition." He said the "difference between the two books is due to the fact that we are looked upon as in the kindergarten class."

Censoring of books has, aside from the enforcement of the postals and customs laws referred to, been done by the police in enforcing Federal acts applying to the District of Columbia or State laws, many of which are like the Federal Comstock law, some milder and some more rigorous. The New York Society for the Suppression of Vice has been active as prosecuting agent under both Federal and State laws in New York, the largest publishing center, and has secured convictions on the ground of pornography and the withdrawal of books considered by most critics of undoubted literary value. Many of the books so withdrawn as the result of conviction by a jury in the trial courts have later been restored by reversals in appellate courts. For example, Cabell's *Jurgen* was adjudged an obscene book in January 1920, but in October 1922 it became a work of art on the dismissal of the case. In certain cases publishers have fought back with suits for malicious prosecution. As a result there are now in New York relatively fewer prosecutions. In New York also the courts in interpreting the law take account of the intent of the book as a whole, whereas the Massachusetts law makes a book vulnerable if it is adjudged to contain a single phrase of "obscene, indecent, or impure language or manifestly tending to corrupt the morals of youth." As I write, word



comes that a citizens' committee is attempting to secure an amendment of the Massachusetts law that will omit the words "impure language" and insert the words "which, considered as a whole" to the end that in the Massachusetts courts a suspected book shall be judged as a whole and not on isolated passages, as at present. Some results of the present law are as follows:

In Boston, another important publishing center, the New England Watch and Ward society by official agreement with the prosecutor's office, acts as unofficial censor in enforcing the law. It has listed for the booksellers the books that might be prosecuted. As a result not less than 68 books, sold freely elsewhere in the United States, have in the last two years been suppressed and are not on sale, at least openly, in Boston. Only two of the number, Dreiser's *The American tragedy* and Upton Sinclair's *Oil*, were brought to trial. The other 66 were withdrawn as the result of complaints and the fear of conviction, which no doubt could have been secured under the strict letter of the law. Some of the other titles on the list are Sinclair Lewis' *Elmer Gantry*, Percy Marks' *Plastic age*, Deeping's *Doomsday*, Julia Peterkin's *Black April* and Bertrand Russell's *What I believe*. Mention should here be made of the fact that one number of *Scribner's Magazine* containing an installment of Ernest Hemingway's *Farewell to arms* was suppressed in Boston, tho the novel when published entire was not molested; also the fact that the playing of Eugene O'Neill's *The Strange interlude* was forbidden in Boston, tho the sale of the book was not interfered with.

But, why the need for considering censorship with respect to the public library? Do not public libraries leave questions of actual censorship of printed publications to the police, the courts, the United States postal and customs officers or other public authorities who are

charged with the enforcement of the national and state laws and local ordinances? Is it not broadly true that the public library concerns itself with making a selection from the printed matter which has not been censored, that is, whose publication is not interdicted by public authority?

Yes, but librarians are often charged with exercising censorship because they refuse to supply a given book or because they withdraw altogether or restrict the use of other books already purchased. Perhaps as often they are also charged by others of their public with not exercising enough censorship, with placing on their shelves or refusing to withdraw books which give offense to some. In view of the situation created by such divergent opinions, or perhaps feelings—since in such matters people often feel more strongly than they think—is it possible for a librarian to discover principles and to chart a practice that will prove reasonably satisfactory to his democratic constituency made up of people with varying standards, literary and ethical?

Shall the librarian buy a given book promptly on publication, relying on his own judgment, reinforced by the opinion of critics in whom he has confidence? Or shall he await the influence of time, which will either bury it as inconsequential or by the change of public opinion render it innocuous and unobjectionable? Another administrative question involves the handling of the book when a decision to purchase it has been reached. Shall it be made accessible to all, including adolescents, even to the point of placing it on exhibition shelves and advertising it in printed bulletins? Or should steps be taken to confine its use to adults, perhaps even limiting its readers to those considered sufficiently sophisticated? When the book has been added to the library, shall the librarian stand firm and defend his decision, re-

taining the book after it has been found offensive to some of his constituency or shall he yield to those who would remove it? In the case of an adverse decision, shall the librarian again stand firm against the jeers and railings of those who label him "prude," "Puritan," or, worst of all, "Victorian"?

The public librarian has, also, more than simply an administrative interest in the question of censorship. He is interested in the publication of works of genius or of talent, in their importation, and in their free purchase, not only by the library, but by individuals. If such books are to be stifled before publication, for fear of various censorships, or are to be published only in emasculated form, the library is decidedly interested. The library also takes note of the greater freedom accorded to newspapers, many of which publish all sorts of filth, especially in connection with divorce and murder cases, and seem to undergo almost no censorship, except self-censorship, when libel suits and punitive damages are feared. Also the public library is interested in the apparent lack of any attempt at a censorship of the sex-saturated magazines, which never get into libraries, but which are estimated to circulate to the extent of more than 55,000,000 copies annually\* among the young and others who ought instead to be reading the more wholesome books and magazines they could get from public libraries.

Another difficulty faced by the librarian is the prevailing inconsistency in the matter of censorship among different localities and among different censoring authorities. For example, such books as the *Decameron*, Rousseau's *Confessions*, and the works of Rabelais may be denied entry by the Customs bureau for a private individual and admitted for a library; their sale may be freely permitted in New York but not in Boston; well

edited and well printed editions may be denied the mails, at the same time that cheap, poor editions are easily obtainable from booksellers. This situation is confusing. No library wants to appear to be a law breaker, a booklegger, but the present chaotic situation involves dangers in that direction.

In most libraries the librarian makes the selection of books for purchase, or at least approves such selection, and must take the primary responsibility. But the ultimate authority rests in the board of library trustees, functioning perhaps thru a book committee. Such committee and board usually rely on the librarian, if they have confidence in his judgment. But in effect the board, representing the public, public opinion, the *mores* of the community served by the library, is the censoring body. The librarian in making his selections must make them such that they will meet the approval of his board, which, theoretically at least, represents the average opinion of the community.

The idea of exercising censorship is one that is repugnant to any liberal public librarian. If exercised at all, it is done under protest and its operation is reduced to the lowest terms. The scope and purpose of the public library imply the widest possible freedom and tolerance; it is only the character of its constituency that suggests the little censorship that is found expedient. The public library as now conceived is the universal democratic continuation school for adult education. It does and should conserve the literature and teaching of the past. It is not a static or backward looking institution, but is rather dynamic and forward looking. It is not an institution for the inculcation of standardized ideas, and it is not afraid of new ideas, new art forms, new literature. It stands for free opinion and to that end it supplies material on both or all sides of every controverted question of human

\* Ernst and Seagle. To the pure, p. 35.

interest. It takes no sides, plays no favorites, but counts itself fortunate if it can induce its constituency to read widely and make up its own mind to the end of developing an enlightened public opinion. The library's constituency consists of rich and poor, cultured and uncultured; enlightened and ignorant, those with high I. Q.'s and those with low; strong and weak; old and young. As I see it, such little censorship as the public library exercises comes about, in part at least, because of its desire not so greatly to offend as to alienate the weaker members of its constituency. But the librarian must also be on his guard not to make the library appear a weakling so that the strong men and women of the community will lose respect for it and come to regard it as an institution intended primarily for morons.

The chronic poverty of the book fund of most public libraries enforces a rigid selection of books. It is almost always such a pressing problem to find the absolutely necessary funds to buy the books which will best meet the broad purposes of popular education as to leave little room for the consideration of questioned books. Under such circumstances it is easy to pass over the doubtful books and to make "lack of funds" a sufficient excuse to oneself and to the public. From the point of view of comparative values, this is probably a legitimate position for an institution expending public funds and intent on getting the largest return in public service. But when the public library, a democratic institution, gives a standing invitation to the public to make recommendations of books to be purchased, the question must be definitely faced. The decision may even then be that the requested book is too weak, poor, or trivial, so lacking in literary value that its purchase, cataloging, storage and handling cannot be justified as an educational service. Since a better book in substitution may be offered, here

is no real censorship. But censorship does arise when a requested book, let us say by an author of previously high reputation, is found on examination so offensive in certain particulars as to cause its rejection by the library. It is clear that here censorship is exercised by the library.

Some instances of library censorship, or attempts at censorship, are interesting.

The threat of the Mayor of Chicago to have a bonfire of books of history found in the Chicago public library which did not uphold his violent anti-British prejudices is recent enough to be recalled by all. Tho this was perhaps a gesture for political effect, yet it did probably represent the feeling of a portion of the community that books which are likely to upset well-settled ideas of history (and other subjects, for that matter) are anathema.

Maynard Shipley, president of the Science League of America, reports that "last year the State University of Florida and the State Women's College . . . had their libraries ransacked by a committee of ten (clergymen) authorized by the State Senate to ferret out heretical books on history and psychology—more especially on psychoanalysis."<sup>6</sup> It appears that a list of the demoralizing books found by this committee contained such titles as Wells' Outline of history; Westermarck's Origin and development of moral ideas; Shaw's Man and superman; E. A. Ross' Principles of sociology; Kroeber's Anthropology and Allport's Social psychology.<sup>7</sup> Mr Shipley, in a personal letter, also informs me that when his book *The War on modern science* was published in 1927 it was impossible to induce public libraries in some of the smaller cities to purchase it or even to accept copies purchased for them. This book, the subtitle of which

<sup>6</sup> *New York Times Book Review*, December 8, 1929, p. 38.

<sup>7</sup> *Current History*, March 1928, p. 803.

is *A Short history of the fundamentalist attacks on evolution and modernism*, is a well documented work, treating, perhaps a little too militantly, a subject that needed attention.

The most recent example of an attempt to induce a library to exercise censorship is in connection with the public library of Pittsburgh. It is authoritatively reported that on the appearance of Edwin F. Dakin's *Mrs Eddy*; the biography of a virginal mind, a committee from "the Christian Science church called at the Carnegie library with a request that it be excluded from the collection." The director "decided that, while consenting to keep the book out of the *Monthly Notes* published by the library and off the shelves that are open to visitors, his duty to the people of Pittsburgh obliged him to carry it in his circulation department, and since that time it has been one of the most sought for of all present-day publications."<sup>8</sup> The publishers of the book, Charles Scribner's Sons, write me that the librarian of a public library in another large city was "under pressure . . . but responded by putting the book into full circulation." I should suppose the same would be true in most other large cities, but in view of what is happening in the case of many booksellers, who are being influenced not to stock this book, or in some cases not to display it, I am wondering what is happening in the smaller public libraries. For years most public libraries of the country have accepted and made available to their publics large numbers of copies of Science and health and other Christian Science publications. The present case is simply one of affording the public the opportunity to hear the other side thru a temperate, well-documented book.

When the matter of religious censorship of books is discussed, the question is often raised as to the present-day attitude

of the Roman Catholic church toward the presence in public libraries of books attacking the position of that church. I have heard that in the case of some libraries attempts have been made by Catholic interests to keep out books of scholarship at variance with the Catholic position, but I have never been able to verify them. In my own fairly long experience, not a single suggestion of the exclusion of any such book has come to me from Catholic members of my board or the public. Once a number of years ago a Catholic university professor found on a display case a copy of Renan's *Life of Jesus*. He brought it to my office with the remark that of course the library should have it but that he thought it ought not to be included among those especially recommended. To this I readily agreed. Note the mildness of the request and the reasonableness of the attitude.

One aspect of what might be termed censorship affects juvenile Catholic readers. For years the Washington public library has sent out to public school classrooms hampers of books from a special graded collection, now consisting of about 37,000 volumes but of less than 1700 titles. In order to induce parochial schools to avail themselves of this service, a plan was devised by which a committee was organized by the Catholic Women's literary guild, who read the books in this collection for the purpose of indicating any not considered by them acceptable for use in Catholic schools. The library omits to send any of about 60 titles on the confidential list. As a result the parochial schools find this service very acceptable and make large use of it.

The Washington public library was a few months ago accused of censorship because it did not have the books for young folks written by Father Finn. The editor of the *Baltimore Catholic Review*, an official weekly of the arch-diocese, on

<sup>8</sup> *Carnegie Magazine*, November 1929. p. 181.

finding by inquiry that certain of Father Finn's books were in the public libraries of several other large cities and that it had been decided no longer to stock them here, attacked the Washington library for having reached this decision. Unfortunately the library was never afforded adequate opportunity to state its reasons, which were that these books had been outmoded, that their literary quality left much to be desired, and that they brought in doctrinal matters too frequently. On somewhat similar grounds, the once widely popular Elsie Dinsmore

books, of the type generally known as Sunday school books, are likewise not in the library. It is gratifying to record that in this controversy the library was defended by certain parish priests of Washington and by a Catholic university professor who in a letter to the same journal wrote as follows: "At a time when so much bigotry is rampant it seems rather stupid, as well as unjust, to waste your ammunition on an institution which has always been so conspicuously fair and generous towards Catholics." (*To be continued*)

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## Letters—Information and Discussion

### Free Distribution

Write to the State Highway service bureau, Santa Fé, New Mexico, for a beautiful booklet called Roads to Cibola. Miss Edwin Sue Goree, librarian of The Woman's Board of Trade library, or Mr DeHuff of the Chamber of Commerce will be glad to send a map and folders about Santa Fé.

The Education department of the Public library, Cincinnati, Ohio, in cooperation with the Occupational Research and Counseling division of the Cincinnati public schools, has compiled a list of 146 books on vocational guidance and counseling. This list may be obtained at the Main library.

The Pullman Company has just issued a unique folder—"Pullman Progress: 1859-1929," presenting in attractive color pictures and text the evolution and history of the sleeping car, with valuable historical data on the country's transportation development. Many educational authorities have declared it very useful for classroom work. Librarians, educators, and others interested will be supplied with copies on application to The Pullman Company, 79 East Adams Street, Chicago, Illinois.

### Information Wanted

Editor, LIBRARIES:

Will librarians who have been refused subscription to any periodical because the publisher's policy is to decline subscriptions from public libraries, please communicate with the undersigned at the Acquisition division, New York public library, giving the name of the periodical.

CARL L. CANNON, Chairman,  
A. L. A. Bookbuying committee

The library for the Institute for Research in Land Economics and Public Utilities at Northwestern University has a collection of public utility employees magazines as complete as it can be made. The library wishes to know whether another collection of this sort exists?

H. O. Severance, librarian of the University of Missouri, Columbia, chairman of the Committee for the encouragement of research, would be pleased to know of any research problems completed or any books written in 1929 by members of the library profession and books and problems in process at the present time.



### Social Science Supplement

The second supplement to the Social sciences of the Standard Catalog for public libraries has just been published by H. W. Wilson Company. This edition has 139 new titles, 30 books mentioned in notes, and a few pamphlets. It is cumulative and therefore includes the titles in the 1928 edition. The price is 50 cents.

### Vollbehr Collection of Incunabula

A reprint from *Congressional Record* of a speech by Hon. R. A. Collins of Mississippi in Congress, February 7, on the Vollbehr collection of incunabula, has been distributed by its author. This address has a place in every public library of any size for two reasons. First, because it gives a comprehensive story of the growth of the Library of Congress, and second, in the description of the Vollbehr collection is a fund of bibliographic history comprehensive and yet succinct, of the most noted products of the art of printing from the beginning of the same.

Representative Collins in speaking made a strong plea for the purchase of the noted collection by Congress for the shelves of the Library of Congress, urging in an unanswerable argument that Congress appropriate the \$1,500,000 required for that purpose.

### New Mexico Library Extension Service

The State Library Extension Service of New Mexico is now prepared to give advice and assistance to libraries in regard to library financing, plans for buildings, selection and ordering of books, or employment of librarians. It is the Service's policy to encourage small libraries, usually supported by private organizations, to ask for some help from public funds. The New Mexico laws permit items for library support in the budgets of incorporated municipalities and also in the budgets of city and county school boards. They allow the combination of

funds from any or all of these sources, also with the funds of a private organization. The only requisite is that the library service be free to all.

The Service has recently issued a leaflet which contains the library laws of New Mexico and instructions on how to make application for public funds from any source. Copies will be sent upon request by Mrs Julia Asplund, director, State Library Extension, Santa Fé, New Mexico.

### A Suggestive Course on Publicity

A short series of free lectures on Publicity for libraries has been arranged by the Publicity committee of the New Jersey library association. These talks will be held at the Newark public library on April 15 and 22, and May 6 and 13.

The following program has been arranged by Grace D. Rose, librarian of the Morristown, New Jersey, library.

April 15—Book news and how to judge it. Frederick Melcher, editor, *Publisher's Weekly*, New York City.

April 22—Newspaper publicity, Marjorie Shuler, Central News bureau, New York City.

May 6—Printing and posters. Miss Chapman and Miss Travis, Newark public library.

May 13—A publicity program. Margery Quigley, librarian, Montclair public library.

A feature of the talk on posters will be the actual setting up and printing of library signs on the printing press of the Newark public library.

Multigraphed outlines of the course will be supplied at 25 cents a set to those who apply before April 15.

### Radio Educational Programs

The American School of the Air which opened over WABC, New York and associated stations of the Columbia Broadcasting system, is an experiment to use the radio in a national program of educational broadcasting.

The American School of the Air welcomes any suggestions for the improvement of the series "not only regarding reception but also regarding the type of

material presented and the manner of presentation." Copies of a brochure, Teachers manual and classroom guide, containing complete programs and educational bibliographies may be obtained by writing to Box 100, American School of the Air, Chicago.

#### The Seminar in Mexico

An introduction to Mexican life and a comprehensive survey of the Mexican scene will be given at the fifth cultural relations seminar to be held in Mexico City, July 5-25, 1930, under the auspices of the Committee on cultural relations with Latin America. John Dewey is honorary chairman, Henry Goddard Leach, chairman, and Hubert C. Herring, executive director, of the committee.

Education as a social factor in Mexico will be discussed at one of the round-table meetings under the leadership of Paul U. Kellogg, editor of the *Survey*. Other subjects and round-table leaders include: Problems of the Caribbean, leader, Chester Lloyd Jones, author of *Mexico and its reconstruction* and *Caribbean interests of the United States*; Social forces in Mexico, leader, John A. Lapp, formerly a director of the National Catholic Welfare council; The Arts and crafts of Mexico, leader, Henry Goddard Leach, editor of *The Forum*; Mexican labor, leader, Carleton Beals, author of *Mexico—an interpretation*; Mexico and its international relations, leader, J. Fred Rippey, author of *Latin America in world affairs*; and Problems of government in Latin America, leader, Ernest Gruening, author of *Mexico and its heritage*.

Several librarians interested in international relations and especially in recent educational and social developments in Mexico are planning to attend the seminar, following the A. L. A. conference at Los Angeles, June 23-28.

Anyone who would like to join a special party going to the seminar from Los Angeles should write immediately for further information to Hubert C. Herring, executive director, 112 East 119th Street, New York City.

#### Washington a Research Center

Dr Henry E. Bourne, for 30 years professor of history in the College for Women, Western Reserve University, and now consultant for Library of Congress, forecast at a recent meeting of the Alumnae historical association that within a space of several years history students will find in Washington as fertile a field for research as in the archives of Paris, London, or Berlin. "All this will be changed within a few years," Dr Bourne said, "partly by John D. Rockefeller's gift of \$100,000 which is being used to make copies of important European documents for filing in the Library of Congress and other documentary libraries in Washington."

#### Serendipity

Editor, LIBRARIES:

A few of your patrons may perhaps be as ignorant as the undersigned, who failed to look in the Oxford or Standard Dictionary for a definition of *serendipity*, that strange word appearing in G. M. Attenborough's *The Rich young man*.

These few, however, may like to read the following paragraph kindly furnished by the publishers:

My introduction to, and my only recollection of the word *serendipity* comes from a book of essays which I read nearly twenty years ago, entitled *Words to the wise* by Ellen Burns Sherman. In it was an essay on *Serendipity*, which, if I remember rightly, was the faculty of finding things one is not looking for. The author cleverly twisted it into strangely finding things one is looking for subconsciously.

Horace Walpole, it seems, coined this strange word from the title of the Three princes of Serendip (a name for the island of Ceylon).

ROBERT K. SHAW

Monthly—Except August  
and September

# Libraries

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Chicago, Illinois

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Subscription - - - - -	\$3 a year	Five copies to one library - - -	\$12 a year
Current single number - - - - -	35 cents	Foreign subscriptions - - - - -	\$3.50 a year

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Contributions for current numbers of *LIBRARIES* should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

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## Better Printed Books

THE American Library Association is to issue twelve numbers of the *Book-list* annually instead of ten, the new order to go into effect next summer. There are indications that a monthly schedule will be welcome and that the launching of it will be another step of progress in the career of that valuable aid in book selection. That announcement in itself is not, however, the burden of our song, but rather the decision that the August number, the first issue of the new twelve-part volume, shall feature a list of recent books of typographical distinction "selected primarily for this quality but with a view to their suitability for library shelves as well."

The selection of books with the eye fixed on the quality of their printing can of course be carried to excess. It can become a fad; enthusiasm for the type effect can outrun proper bounds and degenerate into collector's mania if judgment be not exercised. So can any other good thing be abused. But if balance and proportion be borne in mind and "suitability for library shelves" be held as the real aim the result is certain to be beneficial to any public book collection.

There is really no justification or excuse on the part of the publishers for the poor taste, small and illegible type,

wretched illustrations, bad presswork, and miserable paper that are altogether too common in the books on all library shelves. Conditions however are better than they used to be. The work of the American Institute of Graphic Arts in the past six or seven years in selecting fifty of the best printed books of the year and sending them out on exhibit to all parts of the country, has had a marked effect on typographic taste. It does not cost very much more to print a book in good taste than in poor taste, but the satisfaction of reading a book which in its physical make-up is worthy of its literary merit makes the effort abundantly worth while. Food will sustain life even tho served on a board and conveyed to the mouth by fingers instead of the tools which civilization has devised, but some regard for the aesthetics of the table and for the rudiments of etiquette not only increase comfort in partaking of food but also help a man to retain his self-respect. In the same way a well-made book not only gives comfort to the eye and to the hand which holds it, but increased feeling of satisfaction and intellectual self-respect to him who reads it.

Men like DeVinne, Updike, Rogers—to name but three—deserve our gratitude more than most of us realize. These

and their fellow artists in fine printing have made it possible for us to read our favorite books in good type and press-work. Most publishers realize the importance of the movement. It would be a shame for the public libraries not to encourage and take cognizance of this better-printing movement, and bear in mind this matter of good typography when deciding what editions to buy. The

list which the *Booklist* will give us in August, if it is as good as it ought to be, should be carefully studied and checked, and generous purchases made of the books recommended. Better printed books ought to have not only an important bearing on the artistic development of every community, but to help in its intellectual development as well.

G. B. U.

### Dead and Live Library Meetings

WE feel that the spirit of efficiency emphasized in other fields of endeavor should be extended to the management and the routine of library meetings.

We all share the experience of attending a meeting which begins a good while after the time set. It is opened by some mayor or prominent trustee who unfortunately considers it his duty to shine by oratory, and therefore enlarges upon the length of the street car system, the total holdings of banks, and the details of the Indian massacre one hundred years ago.

Next comes the first of five papers on the program. The speaker has prepared a typewritten text. The spectators in the front row catch a glimpse of this text, and find to their dismay that it is single spaced. The speaker never thought of timing himself before delivering the paper, hence the paper drones on, sapping the energy of everyone, particularly of the other speakers, especially the last one. The chairman has no experience in the management of such affairs, and lets matters take their course.

At the end of the paper there is a discussion; someone selects a perfectly futile and nonsensical question which was disposed of long ago in the annals of library history, enlarges upon it, and draws the honey out of it until there is only the sour residue left.

The second paper on the program is read by a nervous thing who knows that the time allotted to her performance lapsed long ago. She rushes thru the text with breathless haste, and sits down exhausted.

The third performer is indignant at the delays and suggests to the chairman that he is quite willing to yield the floor, as his paper, under the circumstances, can receive neither attention nor adequate discussion. The chairman insists that everyone will be deeply interested. So the reading goes on, and a fruitful discussion really is evoked at the end of the reading—while the last two victims are perspiring with anguish.

Meanwhile, the sun set long ago, the moon and the stars have come out, evening is in progress, and everyone wonders if they will be able to return to their respective homes without being held up.

The last person on the program is a man of learning, who not only has something to say, but has made special effort to say it well, and supported it with exhibits and lantern slides.

Now it is found that the lantern is indeed in place, but the switch is broken. Consequently there is a great hubbub, a long consultation with the janitor of the hall, and an exodus of about one-third of the audience; they *must* go home some time, and some are young enough to receive a good scolding if they do not

return before father locks the front door. Nothing disturbs a man of learning so much as an exodus of this kind. However, he stows away his beloved lantern slides and proceeds to read a paper which means little or nothing to persons too tired and jaded to look at rare and beautiful books. When finally the end of the program is reached, the chairman expresses her regret that the meeting did not begin on time, and assigns five or six causes as responsible for this calamity. A motion to adjourn is in order, is made, and the session becomes a matter of history, a fitting subject for a summary in the columns of our library periodicals.

Altogether too many library meetings are conducted in this way. We feel that

the younger generation will not allow this to go on, and we warn both functioning and real chairmen that a change of tactics is called for. A gavel, a watch, and a determined enforcement of the program, so that the papers follow each other promptly—these are necessary observances. Too many library meetings are deadly boresome; procrastination, verbomania, and lack of proper preparation, both on the part of the chairmen and of the speakers, kill the spirit of a meeting which might otherwise be profitable to everybody concerned. Let us try to inject a modicum of business promptness into our meetings, and try to make them sources of not only enlightenment, but joy.

J. C. B.

### A Vacation Project

AS a general rule laymen are apt to think of librarians in some such disjunctive form as this:

**Librarian** (li-bra'ri-an), *n. m. or f.* 1. One who has the care or charge of a library. 2. An individual always on tip-toe. 3. A bookish person involved in a network of technicalities. 4. The court of appeal on what to read. *Watchword*—Efficiency. *Motto*—Ears to the ground.

As a conscientious, hard-working, hard-thinking (yes, and hard-playing) group, librarians are all of these things.

But just now April is here—at last. With it has come the close of a winter's plans. Winter coats have been stored away, fleece-lined gloves have been cast aside, and galoshes, with a protest of clanking buckles, have been relegated to basement lockers. It is hard to believe that Spring is at least standing on the threshold of Winter—ready to "spring." Down in the South and in California they know it is here, but the rest of us? It is not so long ago that a warm, spring-like day was wrapped in a mantle of blinding snow. But winter is going. There's no doubt of it, for the "colyums" are padded with spring poems, and when

spring poets begin to be productive there is no other conclusion possible than that Spring has come.

Another project, common to all, is at hand—a vacation project. It is brought nearer by the freshness in the air, the pussywillows on your desk, and by the animation of those about us. Confess, now, aren't you dreaming, in spare moments, of gypsy fires and long treks to beloved shrines? Perhaps you are longing for English lanes and thatched cottages, or Switzerland, or Spain, or—

And that reminds one of the old Spain in California, New Mexico, and Old Mexico. The urge for a sea voyage calls Hawaii to mind with its beauty and its famous beach. And Switzerland? How would Yosemite, the Royal Gorge, Bryce and Zion Canyons compare with its scenic wonders?

Have you a roving foot? Then why not the A. L. A. conference in Los Angeles, and possibly one of the post-conference trips?



### The Future of Informal Education in Libraries

John Chancellor, reader's adviser, Public library, New Haven, Conn.

(Concluded)

Before we continue with further reorganization suggestions let us ask ourselves whether we whole-heartedly believe in the aims for which we are going to reorganize. Half-heartedness, or lack of the conviction which begets courage, will bungle what we attempt in this direction. Let us set in a row for inspection the various services which libraries render and ask which are worthy of a share of our limited funds, time, and energy.

But before we begin to inspect and choose between them, let us first settle upon our principle of choice. Shall it be to serve every interest, casual and serious, as far as our means permit, doing nothing as thoroly and well as we would like but doing something for every one of these many interests? Shall recreation have first consideration? Or shall the object be to serve the intelligence of the commonwealth, to supplement the schools, to help in the making of more intelligent citizens, parents, voters, workers, creators of social value?

Certainly in this new age of the machine there is a frantic plea for more and broader intelligence on the part of every man who has his hand on some lever or other of the powerful machine. Certainly there is a loud call being made to the makers and distributors of books to furnish the means for a more intelligent social man. Each librarian must soon choose which of the aims he is to try to serve—the miscellaneous, the recreational, the educational. The times and the pressure of increased patronage are demanding that he choose.

Suppose we decide against the miscellaneous, the scattering of our resources in many directions. Suppose we have persuaded the booksellers with their cir-

culating libraries or the recreation department of the city government to take over the traffic in ephemeral fiction and highly advertised new books of passing worth. Suppose we commit ourselves to an educational service so broad and informal that it will not exclude the pleasure and enjoyment without which no educational project will survive without compulsion or subsidy.

Having chosen, then, the educational service, let us set up for inspection, as was previously suggested, the various services rendered by the American public library. The Children's department, perhaps, comes first in importance in the light of our ideal to serve best the welfare of society with our books. But among the adult departments are there any effectively serving the need of the everyday fellow who wants to know something and to broaden out and learn—this adult in search of an education-on-the-side? Let us place ourselves in the position of this factory worker with, say, an eighth grade education, as he comes into a big library, beautiful architecturally but awing. Let us go with him as he first confronts the bewildering quantities of books, as he meets the complexities of a card catalog, as he shies away from the assistant at a busy desk partly because he hears her tired, irritable answer to others' questions and partly because his own question is so indefinite that he is ashamed to ask it. It would sound stupid to say to the lady "I'm looking for an education"! If we see our libraries thru the eyes of that factory worker, I am afraid we must answer, "No, there is very little provision to help the adult seeking an education." Yet there is provision—in the form of a special room, a special staff, and a specially selected set of books—for those particularly interested in art, business, or engineering, and the seeker after a general education certainly deserves equal attention. If he seems less

numerous, it is only because he is not yet so articulate in his desires as these, and he is not articulate because he has caught but little glimpse of the power of books to satisfy his vague but keenly felt need. It is up to librarians to show him what he can do with books. We will be amazed, I believe, to find out how large his clan is—larger, perhaps, than the clans of art, engineering, and even business. So what we need is this special room, this very special staff, and this very especially selected set of books for the seeker after informal education. It is certainly not right to try to meet this very particular and deserving need with the present machinery of American public libraries which is designed principally to serve casual and recreational demands and to handle people in quantities rather than as individuals.

Let us say, then, that here is a need to be met worthy of our greatest effort and sacrifice. What are some of the elements fundamental to such a service that have come to mind as a result of this elementary experiment with a reading course table? What suggestions have we from the Hoffmann's in Leipzig?

The first requisite, it seems to me, is to become reader-minded rather than system-minded, to see the library from without rather than from within, see it from the point of view of the untutored, newly-come patron rather than from that of the librarian. And this is not enough. We must, like the Leipzig librarians, study him and his needs psychologically and sociologically. By study I do not mean necessarily the formal research with the questionnaire and other academic paraphernalia practiced on a few representative subjects, but study in the sense of everyday, interested, sympathetic observation prompted by humane interest in his problems and guided by scientific, truth-demanding intelligence.

Secondly, we must continue our search for simplified, humanized, adult books

so admirably begun by Miss Felsenthal for the A. L. A. When such books are found we must give them prominence. Most of the books in the list Readable books in many subjects were modestly sent out by publishers, had little advertising, escaped notice of many librarians, and were soon effectively lost in stacks. We must continue to remind publishers and authors that such books are too few and that we need more and better ones.

Thirdly, we must realize that it is easier for a reader to make a selection from ten actually displayed books (previously selected by a librarian who knows) than from a hundred grouped on shelves by authors and classification numbers, or from a thousand nondescript catalog cards. People like to see and handle in making a selection—be it books or vegetables—and they are apt to do without if they have to select by indirect means or on another's say so. I do not mean to imply that there is no need for an advising librarian, but we must remember that our main function is to do the preliminary sifting, to lead a prospective reader to patches where there is "good picking" and let him make the final selection if he wants. We are to be guides, not dictators, to what a person should have until he asks us—and he will be more ready to ask if we preserve this tolerant attitude of the servant. (Very instructive to readers' advisers should be the relation between a consulting patient and a doctor. The old bluster and air of authoritative command, the patronizing attitude, the treatment of the patient as a child who must not ask why but take the mysterious pill and be good—all these do not pass in an age of reason. Let us as book advisers not fall into the same mistakes). But the main thing is to have collected in one public browsing place the material that is likely to be helpful to the person who wants to read purposefully toward gaining a broader education and understand-

ing of his world. This would mean a room of readable books—books requiring some education or background for an understanding provided they were readable (for the college graduate appreciates readability as much as anyone and will not plough thru dense academic material of his own volition)—but such books should be distinctly separated from those intended for persons with less background. The primary arrangement of books in such a room should be according to the aim and purpose of the reader and according to simplicity or difficulty, and only secondarily should the arrangement be by subject and decimal classification. This would become possible with the small collection of books which such a room would contain. And there should be some simple system of marking books to indicate their degree of difficulty to the reader. The scheme of pasting booknotes to give a quick but accurate description and characterization of the book on the fly leaf should also be resorted to. Bulletin boards in such rooms could well carry briefly outlined courses of reading, such as are now prepared by readers' advisers, by way of suggestion for those who do not know just where they want to start in and to give the unacquainted some idea of what a "reading course" is. Furthermore, this room should have its own card catalog for public use arranged, as in Leipzig, for the convenience of the reader rather than that of the librarian. There should be brief catalogs for different classes of readers—the young and the older, the educated and the little educated, the worker, the more advanced self-student. From these should be eliminated the many confusing cards for books of old date and books otherwise useless for the purposes of the self-student whom we are now considering. These cards should be of simplified type, cleared of all the technical description of the physical book that is necessary to the bibliophile but

confusing to the uninitiated. They should also — under subject headings — contain perhaps the same brief booknote that is pasted in the fly leaf of the book for the readers' assistance in making a choice.

These are suggestions. In practice some of them may prove useless, but they illustrate the objects: to eliminate red tape for the self-student; to make his path to the material he needs and keenly wants more direct and less beset with the bothersome technicalities useful to the librarian and research scholar; to set things out to tempt him into the world of pleasant study rather than to expect him to force his way in; to aid him by understanding him and his needs and by intelligently providing for those needs.

#### To an Architect

(Written of Edna Hawthorne, librarian, Free county library, Lynwood, Calif.)

I know one  
A lover of souls  
And the drama of life.

Humble she  
And quick to understand and touch  
The heart.  
Builder of an empire  
Wider than the skies,  
She, fragile, stricken  
Weilder thru the printed page  
Of the indomitable sword of truth.

Fruitful she—  
Harvester a hundred fold  
Of golden grain from sterile ground  
And stony field of human circumstance—  
The wide yet little crying field  
Of daily contacts.

Wise she,  
Believer in all and lover of all,  
Searching with instinct of heart  
Souls  
To meet their need  
With book, beauty, sympathy,  
Imparting with indefatigable courage  
That which sets men free.

I know one in toil and routine's sway  
For daily bread  
Building supremely the spacious  
Temple of Life.

Mabel F. Bateslee.

**Museum of Science and Industry**

Mary Bostwick Day<sup>1</sup>, librarian

Inspired by the wonderful success of the *Deutsches Museum* in Munich and other European industrial museums, Julius Rosenwald, philanthropist, in 1926 gave a \$3,000,000 endowment for the equipment of a similar one to be located in Chicago. After a thoro search for a suitable location, the old Fine Arts building, noble relic of the World's Columbian Exposition of 1893, was decided upon as embodying the required features. The late Augustus Saint Gaudens said of this building, "It is the finest thing done since the Parthenon." The South Park commissioners are remodeling the structure at an additional cost of \$5,000,000. When this enormous task is completed, and it is hoped that by 1933 the museum will be opened to the public, the building will house the Museum of Science and Industry. This museum is to be devoted to the history and development of the sciences and industries and will trace the "technical ascent of man" from the beginnings of invention to the present day. Inside the museum will be working models and replicas of every kind of machinery which has contributed to man's advancement in civilization.

It was at the very beginning of the enterprise that plans were formulated for the establishment of a specialized library for the use of curators and patrons. Its organization has been one of absorbing interest, and the work is well under way in temporary headquarters. When the museum is completed the library will be permanently established near the staff offices where it will serve as a nucleus for research activities.

An enormous amount of the material that is forming the basis of the library is already at hand. Scientific

publications are being ordered from all over the world. Scientific periodical files are being completed. Since January 1 the library has been designated as a "Selective Government Depository." Several thousand volumes have already been classified according to the Library of Congress classification system. Standard steel stacks and filing equipment have been installed in the temporary offices, and a real workshop has been organized.

Perhaps the most important and outstanding accession was the purchase of the Seymour Dunbar transportation collection of some 1900 separate items. This collection is outstanding of its kind, and it is doubtful if anywhere else in the world has been collected such unique and detailed items, each of which is authentic and has been carefully annotated by Mr Dunbar. This collection, which is now completely cataloged, consists of rare prints, broadsides, original drawings, manuscripts, maps, coinage, tickets, and other documents illustrative of the origin, historical evolution, development, and maintenance of the industry of travel and transportation. This collection embraces authentic contemporary illustrations (with explanatory notes) of pioneers' pack-train travel, keel boats, winter vehicles, ferries, bridges, steamboats, railway cars, telegraphs, canoes, arks, wagons, taverns, stage coaches, omnibuses, motor cars, flat boats, dogsleds, carriages, hotels, canal boats, locomotives, street cars, aerial vehicles and other allied appliances pertaining to the most important and complicated industry created and maintained by man for human intercourse and the advancement of civilization.

Seymour Dunbar, author of a *History of travel in America*, in four volumes, and several other books on early transportation, for years has been systematically building up this collection.

<sup>1</sup> Miss Day was formerly librarian for the National Safety Council, Chicago.

At the time of the Hudson-Fulton celebration, 1909, a portion of it was on display at the New York public library. Otherwise Mr Dunbar has given little publicity to his endeavors. The collection is filed in portfolio boxes in a fireproof safe, but related portions will be exhibited from time to time as soon as the museum is opened to the public.

### Some Ideals of Professional Advancement

Willis H. Kerr, librarian, Pomona College, Claremont, California

A vital part of the meaning of "profession" is that it is a special knowledge or a special skill which is put at the service of others. You cannot have a profession for yourself alone. If you belong to the profession of librarianship, by that token your special knowledge of books and your special skill in the use of books is at the service of your public.

I do not understand that a profession is something we put on and off, like an overcoat. Rather, it is like religion: it is what we are, it is something we live.

Our profession of books is no hum-drum, dreary experience of routine. It has its duties—its cards to write, its book-charges to count, its references to compile, its people to meet. There is some heat in the middle of the day. But it has its crisp morning air. It has its evening sunset glories. And it has its nightly circling stars and suns of other universes.

One of the ideals of librarianship is to enjoy it as you go. If you do, there is never any hesitation in your answer, no awkward pause when the public says, "I hate to bother you, but—" Let your profession be so evident, and your joy in service so real, that people forget about the bother and tell you first thing what is wanted!

The fresh morning air of challenge is in the quest of your patron for a poem by Tennyson which recites Queen Kapio-

lani's defiance of Mount Pele. There is joy and triumph in finding it. Supreme satisfaction comes in completing a set of periodicals and getting it bound, so that, come what may, you have it. Or in arriving at just the right classification to make this book all-round useful. Or in reading the mind of the public in all its mystifying complexities and in the changes of the years, so that you have just the right subject headings in the catalog. You are at a joyful height in your profession when you bring your specialized knowledge of books to select (or, with better psychology, to make available) just the right materials for this, and this, and this, and this person . . . on to the sunset time, when one of your public selects a book for you to read down at the beach tomorrow. Aye, then your profession of books has been recognized!

Another ideal of librarianship is to connect the current of your daily thot and work with one or more personalities outstanding in the library and book world. Get to know them. Eat with them at library meetings. Send them your annual reports. Write a friendly letter once in a while. Stand on their shoulders and view the mountain tops. Pick out some John Cotton Dana or Melvil Dewey or Theresa Elmendorf of your own, and go and sit at his or her feet.

Another ideal is a very practical one: *Read*. Read the library periodicals, the best of the library books and research reports, and some of the book and literary reviews. Not only read, but understand and enjoy. A stimulating piece of library literature outside your own immediate field won't hurt you—for example, the recent printed proceedings of the A. L. A. Catalog section, or a broadly intelligent conspectus of library work, such as the recent Year's work in librarianship, published by the Library Association of Great Britain. And I think all



librarians should make a sort of bible of the *Publishers' Weekly*, so brilliantly edited by Frederick Melcher. While I am prescribing, ever so eclectically, may I suggest *School and Society*, or the *Journal of Adult Education*, the *Yale Review*, the *Illustrated London News*, *L'Illustration*, and a tonic such as *Life*? And then read some books, just as a human being, not as a librarian. The point is: Keep your eyes and ears and mind open. Have your contacts bright.

One of the benefits of consciously belonging to a profession is the subconscious influence which comes back to you. Something is expected of you. The public expects certain things. Your fellows in the profession of books and libraries expect things of you. You begin to expect things of yourself. These expectations are not always expressed vocally, but they exist. They keep you from putting on labels crookedly, or from leaving a record so incomplete that someone has to check up on the whole process thru which you went. Or, more constructively, these expectations make you dare to try out that idea you have, not because it's *your* idea, but because you'd like to know whether that bit of skill which is yours, if applied in this new way, may not help more people to have the right book at the right time.

These are only a few ideals of professional attainment for librarians:

First, that the profession of books is at the service of others.

Second, that it should be a joyful experience, a pleasure as you go.

Third, that it should be stimulated by association with significant personalities.

Fourth, that it should be fed by zealous professional and general reading.

Fifth, that belonging to such a profession makes you aware that much is expected of you.

A stanza of an old hymn by George Croly, "Spirit of God, descend upon my heart," expresses what I mean, perhaps:

I ask no dream, no prophetic ecstasies,  
No sudden rending of the veil of clay,  
No angel visitant, no opening skies,  
But take the dimness of my soul away.

### "Oklahoma's Crown Jewel"

It is indeed heartening to note that in a state which has experienced so much political disturbance, that all factions could agree on a university library building as the crowning achievement for the state during the past decade. This was in a measure made possible by the constant coöperation and untiring efforts of President W. B. Bizzell and Jesse L. Rader, librarian of the University library since 1907. To Mr Rader probably belongs the credit of building up one of the most comprehensive and valuable libraries in the southwest.

At an unusually impressive dedicatory ceremony Governor W. J. Halloway, in behalf of the state, formally presented the beautiful half-million dollar structure to the University. The dedicatory address was delivered by Frank K. Walter, librarian of the University of Minnesota, who took as his subject *The Body and soul of the library*. Dr Henry Seidel Canby, editor of the *Saturday Review of Literature*, New York, spoke on *Books and civilization*. Dr Joseph Quincy Adams, professor of English in Cornell, who collected the first editions and manuscripts in the University's "Adams' collection," spoke on *The Function of a library in scholarship*. Dr Edward Mims, professor of English at Vanderbilt University, discussed literature as a national asset.

An interesting phase of the program was the fact that two former graduates of the University—Milton J. Ferguson, California state librarian, and Carl H. Milam, secretary of the American Library Association—were present. It was in the University of which Mr Ferguson was then librarian that Mr Milam began his library career as a student assistant.

This library building is not only carefully planned to provide adequate housing for books and space for readers, but it is a fitting climax to the long years of patient effort on the part of those responsible for it.

## For Your Santa Fe Adventure

Edwin Sue Goree, librarian, Woman's Board of Trade library, Santa Fe N. M.

If you are stopping in Santa Fé, and we hope you are, you may enjoy reading a book, a story, or a magazine article on this interesting new-old section of the country. From a literary standpoint, which is also supposed to be the librarian's standpoint, it is interesting to know that the first poet of the new world was a conquistador, Gaspar Perez de Villagr . He wrote the *Historia de la Nueva Mexico* in 33 cantos and published it in 1610. You will find excerpts in Hubert Howe Bancroft's *History of Arizona and New Mexico*. George Wharton James, in *New Mexico*, the land of delight makers, writes of it also in a chapter called *The Homeric epic of New Mexico*. Incidentally, the Villagr  Book Shop in Santa F  is named in honor of this early poet.

When you visit Puy  you will be able to people the empty cliffs with prehistoric Indians if you have read Banelier's *The Delight makers*. The scene of *The Delight makers* is the "Rito de los Frijoles," too far away for your brief visit, but the Indians who once inhabited Puy  lived in the same manner.

Ryan's *Flute of the gods* will stimulate interest in the pueblos along the Rio Grande. Or, since folklore offers a sound approach to racial understanding, borrow one of these books from the children's department: DeHuff's Taytay's tales or

Taytay's memories; James' Tewa fire-light tales; Nusbaum's Deric among the Indians; Cannon's Pueblo boy and Pueblo girl. And since the Black Mesa, sinister and compelling, will appear and reappear before you on the day's trip to Puy , perhaps Mrs DeHuff will tell you some of the legends of it in the lecture room at La Fonda.



"America's only real palace"  
Old Governor's Palace in Santa F 

For a picture of Santa F  and vicinity, and of the people at the time of the American Occupation, there is no more interesting study than Miss Willa Cather's *Death comes for the archbishop*. Our small library keeps nine copies in constant circulation and our Spanish patrons sometimes ask if it will ever be translated into Spanish. The statue under the tree which shelters the approach to the Cathedral is that

of "The Archbishop." For a less gentle appraisal of the people of New Mexico read Fergusson's *The Blood of the conquerors*.

Your fiction shelves may yield several stories of the Santa F  trail which will provide pleasant enough reading and some good bits of description. Try, Sabin's *Rose of Santa F *; Malkus' *Caravans to Santa F *, or Fergusson's *In those days*. For the wild, bad days following the Occupation you probably have Burns' *The Saga of Billy the Kid*. Our own Eugene Manlove Rhodes and his

contemporaries here deeply resent "The Saga," and would urge you to read instead The Authentic life of Billy the Kid, written by Pat Garrett and recently republished. Once when the writer was guiding an Eastern party thru the Palace of the Governors they turned impatiently from the painting of Villagr  and demanded a picture of Billy the Kid. And there is a small, crude photograph of him to be seen.

As for Santa F  itself a new book by Edwin B. Morris called The Road to Santa F  will provide amusing light reading en route and will land you neatly at La Fonda hotel with a courier at your elbow. While you dine in the Harvey houses along the way you may recall Edna Ferber's story, One of our best people, in the collection Mother knows best.

The Hotel La Fonda is planning an Indian dance to be given in the *p tio* for your entertainment. A most perfect description of an Indian dance is Witter Bynner's Dance for rain. It first appeared in the *New Republic* for September 30, 1925, and is included also in Alice Corbin's anthology of New Mexican verse called The Turquoise trail. The compelling love which Santa F ans—both by birth and adoption—feel for this strange little town is beautifully expressed by Margaret Pond in a poem in the same anthology.

Prince's Spanish mission churches of New Mexico is the best source on the churches of Santa F  but it is rare and may not be available. Hallenbeck's Spanish mission churches of the old Southwest is recent and most fascinating.

When you visit the New Museum of Art (we expect to give you tea there after your Puy  trip) you may recall Fergusson's amusing comments on the art colonies of Taos and Santa F  in his latest book, Footloose McGarnigal. Serious articles on the art of the Southwest have appeared in many magazines nota-

bly in *The Southwest Review* published in Dallas, Texas.

#### MAGAZINE ARTICLES

##### General

Henderson, Alice Corbin. A Santa F  bookshelf; a selective list of books on New Mexico and the Southwest. *Publishers' Weekly*, June 11, 1927.

Simpich, Frederick. The Santa F  trail. *National Geographic*, August, 1929.

##### The Peoples of New Mexico

Barbour, R. L. Where Americans are Anglos. *North American Review*, November, 1929.

Fergusson, Erna. New Mexico's Mexicans. *Century*, August, 1928.

Kewett, E. L. My neighbors, the Pueblo Indians. *Art and Archaeology*, July, 1928.

##### Cliff Dwellings

Crawford, R. W. America's mystery land. *Mentor*, August, 1926.

Trego, F. H. Master builders of prehistoric America. *Travel*, September, 1928.

##### Santos, Kachinas, Rugs, and Pottery

Austin, Mary. Indian arts for Indians. *Survey*, July 1, 1928.

Chapman, K. M. Life forms in Pueblo pottery decoration. *Art and Archaeology*, March, 1922.

Chapman, K. M. Post-Spanish Pueblo pottery. *Art and Archaeology*, May, 1927.

James, George Wharton. Indian blankets and their makers. *Mentor*, June, 1922.

De Kuff, Elizabeth. Santos y Bultos. *Touring Topics*, January, 1930.

Kalseth, O. S. Saints of the New World. *International Studio*, September, 1929.

##### Indian Dances

Henderson, Alice Corbin. Dance rituals of the Pueblo Indians. *Theatre Arts Monthly*, April, 1923.

La Farge, Oliver. Plastic prayers. *Theatre Arts Monthly*, March, 1930.

Warner, L. H. Dance of the Redskin. *National Republic*, November, 1929.

##### The City Different

Bynner, Witter. A plea to the archbishop. *Saturday Review of Literature*, October 26, 1929.

De Kuff, E. W. Where art is in the air. *Holland's Magazine*, January, 1926.

Warner, Louis H. America's only real palace. *National Republic*, February, 1930.

And be sure to visit the Woman's Board of Trade library which was started 34 years ago by a few Anglo women in one room of an old army barracks. It has been suggested that the name should be changed, but the proposal was met with the reminder that the women of Santa F  had traded everything from old shoes to town lots for the library and they liked the name. The transportation company has been asked to leave you at the library. You will like it even if it is built of red brick instead of adobe. I am so eager for our librarian visitors to see and feel beyond the mud houses which seem at first to be Santa F .

### Digest of Coöperation of Libraries With Recreational Institutions

Eleanor Ffolliott Duncan

Ruth Robi, in a study published by the St. Louis public library, pointed out that 15 cities in 1926: Berkeley, Chicago, Cincinnati, Denver, Detroit, Flint, Los Angeles, Milwaukee, Minneapolis, Nashville, Sacramento, St. Louis, St. Paul, Salt Lake City, South Manchester, offered some kind of library service thru field houses or other recreational centers, and in spite of unavoidable disadvantages in the way of improvised housing, lack of library discipline, and inconvenient location, the predominating opinion of librarians was in favor of this kind of coöperation, which secured for library work free quarters and contacts with citizens who might not otherwise come to use the library.

Reports, for the most part brief, from six cities not included in that study have been received. These are: Buffalo, Kalamazoo, Pittsburgh, Providence, Rochester, and Saginaw.

With regard to the employment of the playground librarian: The Rochester Bureau of Park's Division of Playgrounds pays the salary of the full time playground librarian and story teller who visits 11 playground libraries and circulates well over 10,000 books a summer but the librarian is considered a member of the Public Library Extension department staff; and in Saginaw the Department of recreation pays the public library by the hour for the librarian's time spent on the playground, and this money is used to employ a substitute helper in the library during the absence of a regular staff member on playground duty.

As to the book stock and quarters: In Rochester the books are the property of the Bureau of parks, whereas, in Saginaw, Providence, Kalamazoo and Pittsburgh I gather that the books are the property of the respective public libraries. School buildings and playgrounds are used in

summer by Pittsburgh and Kalamazoo, and Pittsburgh, in addition, operates two stations in playgrounds thruout the year. Kalamazoo which initiated its playground service in 1927, and serves six different centers weekly, uses in addition to the school playgrounds two park playgrounds, storing the books in one case in a welfare station and in the other in a park building. The Boys' and Girls' department of the Carnegie Library of Pittsburgh conduct summer stations in some school buildings near playgrounds, having found that circulation is more satisfactorily carried on there than in the noisy playground.

In Saginaw about 150 books are deposited in each playground, in tool houses or other locked shelters. The scheduled visit of the book truck is eagerly awaited in the Providence playgrounds where one hour is spent by the librarian at each playground early in the afternoon (two playgrounds being selected for each afternoon) and the children borrow books just as they would at any branch library.

Storytelling is a part of Providence's two months' summer program as well as of Rochester's fine service which reaches some eight or nine thousand children in a summer; East Orange, New Jersey, tells stories once a week to some 25 children at two of the largest playgrounds operated by the City Recreational department; Kalamazoo's weekly service includes storytelling; in Saginaw a librarian goes to each playground twice a week for eight weeks in summer and tells stories; and stories are a regular feature of Pittsburgh's three playgrounds' service. One of these services is an all year round storytelling hour every Friday and an accompanying circulation service averaging 70 for Warrington playground, while for a little station in Washington Park playground these circulations on Friday average between 30 and 100. This playground is in an Italian-Syrian-Negro congested and



poverty stricken district, where an Italian librarian achieves fine results. Secondly, a summer schedule arranged with the Board of education brings some children to the regular library accommodations for storytelling and selection of books, and thirdly, the more distant playgrounds are visited occasionally by librarians for the purpose of inviting children in to the library and making announcements at various times. Elva S. Smith who makes this report mentions that some account of the earlier and more extensive playground service of the Carnegie Library of Pittsburgh, dating from 1899, is given in Alice I. Hazeltine's Library work with children. The Extension department of the Chattanooga public library has furnished books for two or three years to the Ridgedale playground, in that city, and their 25 books circulate 200 times to an average playground public of 40.

A few unusual features of library coöperation with recreation leaders are seen in the Detroit, Milwaukee and Buffalo and East Orange library service.

In Detroit according to *Bulletin* No. 2024 issued by Howard Braucher, secretary of the Playground and Recreation Association of America: Recreation leaders are able to use library buildings as an additional recreational facility for quiet games, woodcraft, and wood handcraft activities, storytelling and dramatics. These activities are carried on in the basement or other convenient rooms and in some cases library buildings have been used after the closing hours of nine p. m., for social recreation, ukulele and other musical classes, folk dancing, etc. Of this happy coöperation Mr C. E. Brewer, Commissioner of Recreation in Detroit, writes:

Our experience in coöperating with the library people, especially the head of the branch libraries, has been excellent. In fact, they have repeatedly asked us to help handle the boys and girls who make a practice of coming to the libraries and whom they sometimes have difficulty in handling. . . . We can serve the libraries by organizing

classes in their buildings thus making the libraries mean something more to the people in the community. . . . Our activities help popularize the libraries and make it easier for the Library Commission to secure appropriations. The library people can help us by putting up notices of our activities in their libraries, by encouraging the children who come to the library to read, to attend our activities and, of course, by giving us places to conduct activities.

Also from Mr Braucher's *Bulletin* I quote the Milwaukee public library's clever move in printing the Annual Amateur Sports Calendar:

The library prepares and prints for the Milwaukee Municipal Amateur athletic association, which is under the supervision of the Extension department of the Milwaukee Public School board in coöperation with the Board of park commissioners—in other words, under the supervision of the recreational leadership of Milwaukee, this annual calendar which contains the dates for the opening of the leagues in the various sports—baseball, basketball, bowling on the green, canoeing, curling, ice hockey, soccer, swimming, tennis, track and field events, volley ball, etc., under the heading for each sport is a brief and excellent bibliography with the library number of each book.

Equally human in its appeal is the Buffalo public library's coöperation during a five months' back yard playground contest, which called attention to books at the library giving simple directions for making playground appliances at small cost, distributed leaflets and circulated all possible material available on this subject.

Close connection with this is the East Orange public library's plan whereby the children's librarian or the librarian has given talks to the classes which the Recreation department holds each year for the instruction of playground leaders and assistants. Lists of books covering subjects of interest are distributed to each member of the class.

Doubtless, many other ideas have been worked out but no reports have been made on them to date. One suggestion made in Mr Braucher's *Bulletin* is doubtless in practice under a somewhat less tempting title than the one he chooses. He suggests that the various kinds of



hikes to points of interest within the city might include a library hike for "many children do not know how attractive modern children's libraries are and for them once to see the treasures available in a children's room would mean for many the beginning of a happy acquaintance with the library." The class visits to the library in many centers, doubtless, achieve just this result.

#### Post-Conference Tours

"The time has come," the Committee says, "To stop procrastinations, And talk of ships, and auto tours— And Pullman reservations."

The post-conference tours offer an unusual variety of attractions this year.

F. W. Faxon, 83 Francis Street, Boston, Mass., will conduct a tour which will include Yosemite, San Francisco, Bryce and Zion Canyons, Salt Lake City, The Royal Gorge, and Colorado Springs. Expense (exclusive of railroad return ticket, which everyone will have) includes everything (except seven meals in San Francisco, and breakfast in Los Angeles, July 5), Los Angeles June 28 to Chicago, July 12, \$176 with lower berth, \$170 with upper berth. Send \$10 for registration before May 15.

A trip to the Hawaiian Islands can be made for a total cost of \$325. The S. S. *Calawaii* leaves Los Angeles July 8. The eight days in the Islands permit extensive sight-seeing to principal points of interest. The return trip is on the S. S. *Matsonia* sailing from Honolulu July 16, due in San Francisco, July 22. Registration with Mr Faxon before April 15 is necessary with a deposit of \$25. Refund of deposit will be made if you cannot make the trip.

To return via the Panama Canal and Havana is a pleasant variation. Sailing from Los Angeles, July 14, due in New York, July 28. Cost, New York to New York, \$235 tourist, \$375 and up first class. Includes railroad tickets west and all return expenses.

A trip via Mexico City promises to be popular, and if a sufficient number register a tour may be planned with G. M. Patison of Hollywood, California, as guide. The trip, which includes about 50 hours of automobile excursions, would cover about 18 days, with the opportunity of visiting many quaint and interesting places. The cost would be approximately \$295, including everything except meals, from Los Angeles to Los Angeles. Those taking this trip as part of the return can use return ticket if bought via the Southern Pacific R. R. from Los Angeles to Tucson, and the return ticket can be taken up again either at Tucson or, if a return from Mexico by a different route is desired, at El Paso or San Antonio. For further details address G. M. Patison, P. O. Box 128, Hollywood, California, with a first payment of \$25. Full refund will be made, if anyone is unable to take this trip, provided notification is sent Mr Patison within ten days of its start.

#### American Library Association

##### Notes and news

The A. L. A. reports a demand from some quarters for reprints of the *Suggested Code of Ethics* prepared by the Committee under the Chairmanship of Josephine A. Rathbone and printed in the March *A. L. A. Bulletin*. Libraries interested in reprints at nominal prices should communicate with A. L. A. headquarters.

The Parents' bookshelf, a ten page reading list designed as a guide to the new literature on child training, has been prepared by the A. L. A. in cooperation with the National Congress of Parents and Teachers. The folder suggests books which translate the results of scientific research into everyday terms; lists from five to twelve books, each characterized by a few comments, under special classifications; and devotes a page to the

grouping of books to form basic libraries for clubs or study classes.

The Parents' bookshelf is planned for quantity distribution thru women's clubs, P. T. A.'s, and other organizations, and may be secured from the A. L. A. at quantity prices.

The A. L. A. has withdrawn from further sale the reading course, *The Romance of modern exploration*, because some statements were found to be inaccurate by experts to whom certain reported errors were referred. Subscribers wishing to return copies of the course will be credited by the A. L. A.

Matthew S. Dudgeon, librarian of the Milwaukee public library, has been nominated treasurer of the A. L. A. for the fourth consecutive term. Elections will be held at the annual conference in Los Angeles.

### Library Meetings

**Boston**—The Special Libraries association held its February 24 meeting at the Fogg art museum. Miss E. Louise Lucas, librarian, after a word of greeting, turned the meeting over to the speakers of the evening, Dr Glover M. Allen, curator of mammals at the Museum of Comparative Zoology, Harvard University (librarian of the Boston Society of Natural History from 1901 to 1928 inclusive), and Prof Paul J. Sachs, associate director of the Fogg art museum, Harvard University.

Dr Allen, taking as his subject *The Use of a natural history library*, told how the naturalist in contrast to the engineer, is concerned not only with the most recent developments of his science but builds upon past knowledge and makes frequent reference to the origination and historic development of his theories. Consequently bibliographical work in this field to be of value must be complete rather than selective. He spoke of the difficulty in distinguishing, in the case of many society publications, between date

of presentation and of publication, and how awkward this sometimes was, as, for instance, when an attempt was being made to establish priority of publication of a simultaneous discovery. He mentioned the increasing specialization in the field of natural history, which made added demands on the libraries; of the increasing use of museums by the general public and the need of satisfying the demand for reliable general works on natural history.

Professor Sachs, who spoke on the Museum's activities as reflected in the library, praised most warmly Miss Lucas' work and described some of the ways in which she served those who called upon the library. He told how the exhibits, especially loan exhibits, made demands upon the library's resources; how the various expeditions on which the Museum was represented brot new contacts and developed resources; of the research and experimental work of the Museum in developing X-ray analysis and the chemical analysis of pigments; of the lectures open to students and to the public; of the research made necessary by new acquisitions the authenticity of some of which are in question; of the undergraduate courses and coöperation with other colleges and schools. He concluded by a resumé of the resources of the Museum library and spoke of his effort to leave in Widener all works of infrequent use and to retain only material of practical value.

RUTH CANAVAN

Secretary

**California**—About 140 members and guests of the Fourth district of the California library association met at Modesto February 15, under the leadership of President Bessie B. Silverthorn and Secretary Alma Rossel of the Stanislaus County free library.

Neva Hunsberger, custodian of the Sanger branch of the Fresno County free library, spoke on the Kind of shipment the custodian likes to receive from

the Main library. The other side of the question, the kind of cooperation the county library likes to receive from the custodian, was presented by Mrs Phoebe Winkler, in charge of branches in the Tulare County free library. Mrs Winkler illustrated her talk by referring to the Branch manual prepared by Tulare County Librarian Gretchen Flower for the use of her custodians.

At the afternoon session Mrs Julia G. Babcock, president of the California library association, gave an address, California is hostess to the American Library Association, followed by a talk by Edna M. Stangland, associate chief of the State Division of Adult Education. Miss Stangland said that England is doing a great deal of work along this line and cited an example of a tailor who became a noted potter thru following the suggestions found in an adult education program; France has no great interest as yet; but Germany is working along the lines of folk-lore and music. Turning to California, Miss Stangland cited the work being done in Tulare County, and said that adult education is not entirely the education of the foreign-born, nor of those deprived of education in youth; it arises from the daily necessity to study the changing ideas of individuals.

HAZEL G. GIBSON  
Secretary

**Minnesota**—The winter meeting of the Twin City Catalogers' round table was held January 29 at the Minnesota Union, University of Minnesota, with 28 members present. Dinner was served at 6:30, and the club discussed informally the advisability of the publication of a year-book by the Catalog section of A. L. A., and the financing of such a publication.

Following adjournment to the lounge Jessie L. Arms of the University of Minnesota library read and commented on her Short bibliography of classification, 1920-1929.

Clara Bryan of Hamline University spoke of progress in changing the library into the L. C. classification. Sister Marie Cecilia of the College of St. Catherine library gave the reasons which influenced them in deciding to make the change from D. C. to L. C., and stated that with the exception of being obliged to use two distinct catalogs—one catalog constantly expanding and the other shrinking—few real difficulties are being encountered.

Edna Lucy Goss of the University of Minnesota library gave an informal account of the winter meeting of A. L. A. at Chicago, and Helen K. Starr of Hill reference library spoke of recent developments of the projects of A. L. A. Catalog section.

MARTHA SPOFFORD  
Secretary-treasurer

**New York**—About 800 attended the third annual meeting of the United Staff Associations of the public libraries of New York City at the Hotel Commodore, February 9. A campaign for higher salaries and the establishment of a pension system for librarians was discussed.

Mr J. T. Hallinan, for five years trustee of the Queens Borough public library and now district attorney of Queens County, declared it was time for the state and city to realize the immense service rendered by librarians. President Grace Conway spoke vigorously concerning the need for pensions.

Dr Andrew Keogh, librarian of Yale University, told of the crying need for library facilities with 42,000,000 people lacking library service in the country. Few people in New York realize the great poverty of books which exists outside. Dr Keogh believes that if New York better realized its wonderful library system it would do more for its librarians. "What does a librarian get for his or her public service?" Only a few receive a pension and competence, and it is becoming exceedingly difficult to get young men and women to become librarians.

Wilson M. Powell, trustee of the New York public library, declared they were sure to win pensions. "Otherwise," he said, "there is sure to be a revolution in the state of New York."

Mrs Louise Closser Hale, actress and author, spoke on What the library has done for me. John Mason Brown, dramatic critic, humorously begged the librarians to educate the playwrights as they had done the audiences. Nicholas Roerich, director of Roerich museum, spoke on the librarians' work and its relations to art. Claude G. Bowers, author, whose Tragic era has been the outstanding book of the year, was one of the speakers.

A bill providing for a pension system has been drafted. It will be submitted to the city authorities, and if approved it will be introduced in the state legislature.

**Pasadena**—Members of the Pasadena library club assembled in the University club, March 7, for their winter meeting. Mrs Thomas G. Winter, representative of 14,000,000 women of America in the motion picture industry, was the speaker for the evening.

When the Pasadena woman was selected to become the ambassador of women at Hollywood, her first problem was that of the child and the movies. Mrs Winter told the librarians many interesting things concerning this phase of her work, declaring that statistics prove the delinquent child the greatest patron of the movies. She took a gentle slap at parents who try to exploit their children at the studios, hoping to get them placed in big paying jobs. The chances for doing so are unusually slim, the speaker declared. For the children who are used in the films, adequate education is provided. None is allowed to work "on the lot" longer than four hours daily. It makes no difference whether there is but one or ten, a teacher recommended by

school authorities is hired to see that no part of the "movie child's" education is neglected.

The advent of the "talkie," according to Mrs Winter, has completely revolutionized the industry. Producers nowadays are fortunate in that they are pioneers of a great movement. They are spreading the English language across the world. England and her colonies are the greatest listeners, Spain second, and then France and Italy. Motion picture talkies are being shipped regularly to 38 countries of the world.

MRS PATRICIA DUTCHER  
Secretary

#### Coming meetings

A. L. A. annual meeting, Biltmore hotel, Los Angeles, June 23-28.

Annual meeting of Ontario library association, Toronto, April 21-22.

The Tennessee library association will hold its annual meeting April 10-12 at Cleveland.

The next conference of the New York library association will be held in Albany the week of October 13-17.

The annual meeting of the Montana library association will be held at Billings, October 20-22.

The American Association for Adult Education will hold its annual meeting at the Edgewater Beach hotel, Chicago, May 12-15.

A meeting of the Rural library extension institute, College of Agriculture, University of Wisconsin, will be held June 30-July 18.

The Ohio library association will hold a joint meeting with the Indiana library association and the Indiana trustees association at Dayton, Ohio, October 15-17, 1930.

The National Association of State Libraries will hold its annual meeting in Los Angeles, June 23-26 inclusive, in conjunction with the A. L. A. which will be in session from June 23-28.

The Ninth district of the California library association will meet in Willows, California, April 12. The meeting will take the form of a house warming for the Glenn County free library in its home in the new American Legion memorial hall.

The twenty-second annual convention of the Special Libraries association will be held in San Francisco, June 18-21, at the Clift hotel. The date was selected so that members who desire may attend the A. L. A. meeting in Los Angeles the following week.

Dorothy K. Ferguson, librarian of Bank of Italy, San Francisco, is chairman of the program committee and promises a program which will give delegates an insight into the work of libraries in the motion picture industry in Hollywood, the oil industry, mining and hydro-electric power projects, such as those at Boulder Dam.

Dr Andrew Keogh of the Yale University library, president of the American Library Association, will preside at a special library conference to be held June 21 at the Grand Canyon of Arizona.

The Arizona meeting is the first of its kind to be held at the Canyon rim. A program on library development is announced for the session, its object being to arouse interest in greater library activities thruout the state. Gov. John C. Phillips of Arizona will give the address of welcome. Speakers on the program will include Dr Keogh, who will discuss The College library; Julia Wright Merrill, executive assistant of the committee on library extension of the A. L. A., who will describe The County library; C. B. Lester, secretary of the Wisconsin free library commission, who will talk on The State's function in library service; and Estelle Lutrell, librarian of the University of Arizona, who will speak on The Library movement in Arizona.

#### Endowment for Indianapolis Library

On March 25 the Indianapolis public library received a cash gift of \$2,500 and a contract for an endowment of not less than \$25,000 for the establishment and maintenance of a memorial collection on the Finer Arts of Home Making. This provision was made by Charles N. Thompson, a prominent Indianapolis attorney, who for many years has been a member of the Citizens library advisory committee.

The \$2,500 is available for immediate expenditure to inaugurate the memorial collection. The endowment fund will become available upon the death of Mr Thompson.

While the provisions of the donation are liberal and flexible, the books in the collection will be mainly on the subjects of Domestic architecture, Period architecture, Plans and designs, Landscape gardening, Interior decoration, including Furniture, Textiles, Rugs, Pottery, Silverware, etc.

The following extract from Mr Thompson's offer will explain the purposes of the gift more fully:

The home in these days, is too often of minor consideration. It does not have the meaning to the present generation that it had to preceding generations. This condition is regrettable. Anything that will inspire increased interest in and affection for this, a fundamental part of our American institutions, is desirable.

I think the home should possess such artistic qualities as will have appealing beauty. Its attractiveness measures, to some extent, its influence. It should not be ugly. To be beautiful it need not be expensive, but beauty of line and harmony of color can be achieved only by study and understanding. It is the purpose of the collection, which I have in mind, to provide means of study for all who wish to make their homes centers of beauty, giving them both present enjoyment and memory pictures that will abide. The sensitive mind of the child quickly appreciates and appropriates beauty and the effect produced in youth and in shaping the child's ideals and standards, is enduring. Gracefulness of design and harmonious coloring cannot fail to deepen the child's affection for his home in which those qualities are present. Then, too, the mind of a child, influenced by beau-



tiful surroundings, will be more receptive to those spiritual and cultural values, which, for the forming of character, should be present in every home.

In memory of my wife, Julia Conner Thompson, who was a true exponent of these ideas of beauty and gracefulness in the home, I am proposing to establish and maintain in the Indianapolis public library a collection of books and prints having to do with the subjects hereinabove spoken of. The collection will have a definite place in the library and will be known as the "Julia Conner Thompson Memorial Collection of the Finer Arts of Home-Making."

### Thirty Titles for Use in Hospitals

In the 1928 *A. L. A. Booklist* there appeared the first list of Thirty titles for use in hospitals. The second list came out in the March *Booklist* and third is scheduled for the June issue. The means and bases of choice for these lists may be of interest.

Upon request of the chairman of the Hospital Libraries committee, lists are sent in by members who are engaged in book selection for hospitals, as well as by other hospital librarians who have coöperated in this work. These lists are made up of titles which have actually succeeded in hospitals. Notation is made of special points to be remembered and the final list is based on these reports. No book is included which has not been read either by the chairman or a collaborator, in this last case, Helen Witherspoon, hospital librarian in the Minneapolis public library.

No children's books have been included so far because it was felt that 30 titles permitted too short a list to diversify any further than into fiction and non-fiction for adults.

In regard to the proportion of fiction and non-fiction, there is a certain balance which is aimed at. In glancing over the fiction it may seem that there are more books for women than for men, however, in the non-fiction the reverse is true and perhaps that balances the scales. The committee tried also to have an approximately equal number of easily read romances, western and adventure stories,

detective stories, and books which are rather better written, as well as a slightly smaller proportion of short stories, and books preëminently humorous. Close attention is given to possible objectionable elements in the subject matter of the books considered. The basic reason for including a book in these lists is that it has succeeded in widely different, representative hospitals.

Unless the committee receives a sufficient number of requests for reprints of this list by April 15 to make the purchase from the *Booklist* pay for itself at the rate of 10 cents each, no reprints will be ordered.

PERRIE JONES, Chairman  
Hospital Libraries committee  
State Capitol  
St. Paul, Minn.

### Interesting Things in Print

This fellow of infinite jest is the attractive title under which *Poet Lore* (v. 40, no. 2) carries Charles B. Shaw's attractive account of Thomas Hood, "an undeniably attractive man." The account of Hood's life is pungent and complete for Mr Shaw has told his story with a cunning economy of words that makes for vivid, forceful characterization.

And Mr Charles B. Shaw, you will remember, is librarian at Swarthmore College.

The Fine Arts department of the Detroit public library has issued *Furniture*, a 65 page bibliography. Books devoted to period furniture are listed, references to periodical material and books in other classes being considered only when little material is available elsewhere. The bibliography is a credit to the library, for it is carefully compiled and edited, nicely printed on cream-colored paper, and has a good index.

This bibliography will be sent for five cents, which is to cover the cost of mailing.

### School Libraries Administration

Fargo, Lucile F. *The Library in the school.* American Library Association, 1930

While this book is primarily designed as a textbook for library school students and has been tested for a year in mimeographed form by leading library schools of the country, there is no doubt but that it will answer a much wider need. For years librarians have needed just such a book to hand to the innumerable educators asking for information regarding administration of school libraries. Many vexing questions are constantly arising, such as whether school libraries should be administered by school authorities, public libraries, or jointly; what equipment is essential; what training of librarians is necessary; what use can be made of student assistants, and other questions of similar character.

Miss Fargo wisely presents various solutions to each of these questions according to varying conditions instead of advocating one panacea for all situations. Her previous experience admirably fits her to cope with these problems and it is remarkable how much valuable information she has been able to pack between the covers of this one volume. One feels the thoroughness and logic of the writer on every page. This is so strongly in contrast to the recent book entitled *The Elementary school library*, by William A. King, which shows at every turn that the author knows well the school angle of the library question but is only theorizing about the library angle with no first hand information.

Miss Fargo has a flair for writing which we seldom meet in textbooks; a spontaneous sense of humor bubbles to the surface at unexpected moments and adds much to the reader's pleasure.

The lack of knowledge on the part of administrators, principals, and teach-

ers of just such information as is contained in this book and the supplementary references given in its very valuable bibliographies, creates the chief stumbling block in the way of having successful school libraries in every school in the country.

ADAH F. WHITCOMB  
Schools department      Supervisor  
Chicago public library

### Code for French Libraries

Coyecque, Ernest. *Code administratif des bibliothèques d'étude.* Droz, Paris, 1929. 2v.

M. Coyecque states in his introduction that during the last few years France has become conscious of the fact that some adjustments should be made in the regulation and management of her libraries if they are to keep pace with the progress of modern life and work. In preparation for such adjustments the present work has been formulated and published under the auspices of the Association of French Librarians.

This code, so carefully prepared by the former Inspector of Libraries of Paris and the Department of the Seine, is a veritable mine of information concerning the scholarly libraries of France and her colonies.

The laws and regulations are included in two main groups: a) those referring to the organization of libraries and b) those referring to the organization and emolument of the personnel of these libraries. By bringing into a logical arrangement the laws bearing on these two very inclusive topics, the compiler has prepared a text not only of great use to the librarian already in function, but he has also made it possible for those who desire to become librarians to familiarize themselves with the conditions of recruitment, opportunities for advancement, and other facts which one wishes to know before taking a position.

Laws as late as November 1929 are included. Some of the most recent show

what M. Coyecque calls "an era of renaissance." One referring to inter-library loans (v.1, p.247) will appeal to American librarians. It includes the lending of rare books from the *Bibliothèque Nationale* of Paris to libraries of foreign countries.

Since the affairs of all libraries of France, except those of a strictly private character, are regulated by the government, this code is all inclusive, covering municipal libraries, those of universities, museums, normal schools, *Institut de France*, and libraries of *Parlement*, as well as all other government departments both at home and in Tunis, Morocco, Madagascar and other French colonies.

One can also gather from this text an excellent account of the copyright regulations in France. A chapter devoted to the *Dépôt légal* gives the main points covered by the decree of November 1925 with changes made as late as May 1929.

M. Coyecque has not only made a great contribution to the literature of librarianship for France, but he has also furnished an excellent text for students of other countries who are interested in library history and administration abroad.

MARGARET MANN

Dept. of Library Science  
University of Michigan

#### Interesting Collections

A valuable collection of Lincolniana has been received by the Public library, Vandalia, Illinois, thru a gift of the late Henry B. Rankin, Springfield attorney. The collection contains 106 volumes, several pictures, and a copy of the famous Lincoln mask cast by Leonard Volk in 1860. A booklet by Volk explains how he happened to make the mask, and of its rescue from the Chicago fire. This collection was presented to the Vandalia public library because it was in Vandalia,

the old state capitol, that Lincoln began his political career as a member of the legislature. The compiler, Mr Rankin, studied law in the office of Lincoln and Herdon and was himself the author of two books on Lincoln. It was in the home of Mr Rankin's mother that Lincoln first met Ann Rutledge, it is said.

The Public library of Buffalo, New York, has two large local history scrap-books on file in its reference room. The volumes are kept up to date, but the items are carefully chosen so that they make a very representative record of outstanding events in connection with the growth of the city, and the accomplishments of outstanding citizens.

In the John V. L. Pruyn corridor, by which one enters the reading room of the New York state library, Albany, are priceless works on jurisprudence. There are rare editions of the Magna Charta, and one of the most complete collections of Blackstone's Commentaries in existence.

The collection of writings of Chancellor James Kent, the great American legal authority, is said to be the greatest of any library in the world. Many of the volumes are from his own library and annotated in his own handwriting.

One of the most interesting features of this collection is a set of red morocco books, decorated in gold leaf, the Statutes of the realm, from the time of Henry III of England to the end of the reign of Queen Anne.

The set of works including statutes of the commissioners of the public records of Great Britain and Ireland presented to the library in 1835 and destroyed by fire in 1911, has been replaced by a new set—a personal gift from King George.

The Collection of government publications, by James B. Childs, chief, Division of documents, Library of Congress, has just been issued from the government

printing office. It is a survey of the more important accessions of the Division of documents during the year ending June 1929. The account is concerned chiefly with the acquisition of government publications from foreign countries and from American states and cities.

A chart showing how many accessions were made and how acquired records the following interesting statistics: 27,435 volumes and 38,474 pamphlets were added, a total of 65,909; 10,725 maps and charts were received. A total of 5,936 volumes was sent to the bindery, and 5,657 pamphlets were bound into covers. The terms for exchange of official publications between the United States and Germany are given as an appendix.

Two rare manuscripts in the collections of the Denkmann Memorial library of Augustana College, Rock Island, Illinois, are to be included in the Library of Congress catalog listing all known manuscripts of the middle ages found in the possession of American libraries. The one is a so-called Book of hours, written by a medieval scribe for the use of a lady. Its title is *Horae Beatae Mariae Virginis*. There are 150 leaves, 11 illuminated initials, and the other initials are in red and blue. The other manuscript is a copy of Pope Innocent III's *Liber de Mundi Contemptu*, written in Latin in German ecclesiastical hand on paper and dating from the fifteenth century.

Besides these rare manuscripts the library possesses a folio page from a Spanish missal of the early sixteenth century. Another treasure is a manuscript roll of silk containing an imperial Chinese patent of nobility issued by the Chinese-Manchu Emperor Kuang Hsu at Peking. The folio is ten feet long, one foot wide, and is written in Manchu in gold and green ink.

### Committee of Psychologists

The March number of LIBRARIES included papers on the Child and the new psychology and reported the formation by the California library association of a committee of those interested in the subject. Following is a report of the work of this committee to date:

At the first meeting of the committee it was voted that a sub-committee be appointed to work out plans for observing the recreational reading of children whose reading ages have been determined. This recreational reading should be on the child's own initiative, and the behavior of the children in the group should be ascertained and the effect of books on personality and character be watched.

Jasmine Britton, librarian of the Los Angeles City School library, was made chairman of this sub-committee, and with Mr Lewerenz of the Psychology department and Eva G. Leslie, principal of Children's work in Los Angeles public library, she worked out a plan for a study of the reading of 94 children who had recently obtained cards from the various branches.

This study took into consideration the Intelligence Quotient and reading ability of the children, and while nothing conclusive should be deducted from a first study and one so limited in size, it shows a grouping of intelligence above normal. It would seem to indicate that there are large numbers of children in the schools who are slow readers and retarded who do not use the Public library.

Mr Lewerenz has also analyzed a study of children's recreational reading made with some 1200 children in two schools of about the same size and of normal intelligence.

A third study has been made on the vocabulary difficulty of several different groups of text books. This is an important factor in the progress of students who have not yet mastered the mechanics

of reading and should prove useful to both schools and libraries in purchasing or recommending books where several titles of apparently equal value are being considered for a special situation.

Our studies so far made have been shared with the Educational committee of the A. L. A. of which Mary S. Wilkinson of Baltimore is chairman. This committee is coöperating with Dr Washburn of Winnetka in a new study of children's books and reading.

The discussion of this report at the committee meeting brought out the suggestions that possibly the books in our libraries do not appeal to the children of low I. Q. More books are needed for young children, and more for those of low I. Q., and later chronological age; e. g., more books of such as Ettie Lee's *Jean Valjean*, having an adolescent point of view, but with a simple vocabulary. More books on simple science are needed; Fabre's books have the content, but need to be simplified. A simplification of *Ramona* is being worked on for use in evening schools.

Mr Lewerenz reported an interesting study which he has made in two Los Angeles schools, designed to show the relation between motion picture attendance, mental level, and achievement. He found that the dull ones go most frequently, especially those having an I. Q. of 70 to 80. They have library cards but do not use them. Those who go least frequently have two and one-half times as many books in their homes as the others.

Mrs Brewitt of Long Beach has reported an experiment tried in the sixth grade of the public schools, where an "experimental group read in the school library without supervision or instruction five periods a week and had one period of class instruction in reading. The control group reversed the process with five periods of instruction from text books and one period of free reading.

The experiment covered about a year. At the end of the year they were given the Gates Silent Reading Tests and the results all the way thru show a higher percentage of gain in reading ability by the children who read freely in the library over those who had the class instruction. One interesting thing that the Long Beach test seems to show is that it is not only the children with the high I. Q.'s who profit by reading, but the others as well."

FAITH E. SMITH  
Chairman

#### Library Schools Drexel Institute

On February 27 the students had the pleasure of meeting Sarah C. N. Bogle, assistant secretary of the A. L. A., who addressed the class on the opportunities of the present day librarian. Professor Ernest J. Reece gave two lectures on library buildings, followed by lantern slides of the development of the small library.

The annual meeting of librarians of the Philadelphia district was held in the Drexel picture gallery on February 19, a buffet luncheon being served by students of the library school. Members of the class also provided informal music during the luncheon hour. The morning session, Dr Frank G. Lewis presiding, was opened by a description of field work in Pennsylvania by Evelyn L. Matthews, consulting librarian of the State library, followed by Mrs May Lamberton Becker, whose lecture on new novels was well received. Mrs Eva Cloud Taylor reviewed children's literature and Margery Quigley spoke on book displays and publicity for the small library. John B. Fogg, secretary of the New Jersey library association, spoke on some problems of the small library.

Ruth E. Lawrence, '30, has received appointment as cataloger of the Public library, Montclair, N. J.



**Los Angeles public library**

Mabel Gillis, assistant librarian of the California state library, Sarah C. N. Bogle, executive secretary of the Board of Education for Librarianship of the A. L. A., spoke to the library school students during February.

Katherine Day, '29, is organizing the large mass of pamphlet material, reports, and research studies of the Bureau of juvenile research, at the State School, Whittier, California.

The spring visits of the students to libraries this year include the following: March 17, Long Beach City Schools libraries and Long Beach public library; March 18, Los Angeles City School library, Frank Wiggins Trade School library, John Burroughs Junior High School library; March 19, Pomona public library, Claremont Colleges libraries; March 20, Los Angeles County free library; March 21, Oxnard public library, Ventura County free library; March 22, Santa Barbara public library.

Phyllis Reader who was a member of the class of '29 during the first semester, died at her home in Glendale, California, January 30.

**Pratt Institute**

The annual pilgrimage to the Morgan library, paradise of book lovers, was made February 27. Miss Greene and Miss Thurston had on display specimens of book binding illustrating every phase of that art from the jewelled, metallic coverings of the early illuminated manuscripts to the latest work of the New York artists; also the great landmarks in the history of printing, and manuscripts of nineteenth and twentieth century authors. A memorable visit was made to the bindery of Edith Diehl, one of the leaders of the art in New York, who explained the processes used in the highest types of hand work.

The 135th Street branch of the New York public library held its annual entertainment for the benefit of the library

schools and training classes of Greater New York on March 5. The program included representatives of various negro activities and interests.

The Library School of McGill University visited Pratt on March 6. After a welcome by the director and vice-director, the two classes fraternized for a few moments before being shown around the library. Luncheon was served in the recreation room by the junior dietitians of the School of Household Science and Arts.

The lecturers this month have been Mary E. Hall of the Brooklyn Girls' High School, who gave an inspiring talk on high school libraries on February 18; Carolyn F. Ulrich, who discussed periodical reference work with contagious enthusiasm on February 25; and Jennie M. Flexner, who presented the general principles of department administration on March 4.

Mr Bowker delighted the class by visiting the School the latter part of February.

JOSEPHINE ADAMS RATHBONE  
Vice-director

**University of Toronto**

The second semester of the librarian's course, University of Toronto, started with several new classes. Stewart Wallace, university librarian, resumed his lectures beginning a course for the whole class in Canadian literature. Lillian Smith is continuing her class in Children's literature. The elective course in School libraries under Jean Merchant, librarian, Normal School, Toronto, has a large registration. Story-telling with Enid Endicott, Boys and girls division, Toronto public library, as lecturer, is another elective course which is very popular.

Dorothy Thompson of the Public Libraries branch, Department of education, has just finished three interesting lectures at the school on the relations between the Public Libraries branch and the public libraries in the Province,

maintained thru the medium of the *Ontario Library Review*, visits to libraries, and other organized methods.

As a pleasant interlude in the daily course of lectures and practice work, a visit is planned to the Public library and Normal library in Hamilton. The invitation, which comes from Mrs Norman Lyle, librarian of the Public library and special lecturer in the library school, includes a tea and a welcome from the graduates of the school in the Public library, as well as from Mary McCready, Normal School librarian, a graduate of the class of 1929.

WINIFRED G. BARNSTEAD

Director

#### Summer schools

The summer courses of the Carnegie Library School of Pittsburgh offer extensive and specialized training to those engaged in public library work with children, and elementary school library work. Martha C. Pritchard, director, Library School, New York State College for Teachers, will give instruction in Administration of the elementary or platoon school library. Elva S. Smith, head of the Boys' and Girls' department, Carnegie library of Pittsburgh, will give the course in Book selection for children. Elizabeth Nesbitt, instructor in the Carnegie library school, will give the courses in Story-telling, Administration of children's rooms, and Reference work, while a simplified course in Cataloging and classification, and Subject bibliography for elementary school use will be taught by Helen McCracken, teacher-librarian of the Westinghouse Junior-Senior High School, Pittsburgh.

The library of the H. C. Frick Teachers Training School will again be operated as a demonstration library for the benefit of the summer students. Laura C. Bailey, former librarian of the Mount Auburn Training School, Cleveland, will be in charge. A catalog will be sent upon request.

Seven courses in library methods will be given at the 1930 summer session of the University of Oregon, June 23 to August 1. Three courses constitute a full load of work.

Clara E. Howard, director of the Library School of the New Jersey College for Women, New Brunswick, will give a course in the Administration of high school libraries, both senior and junior, and a course in Books for high school libraries.

Della J. Sisler, University of California School of Librarianship, will give a course in Elementary cataloging and one in Classification and subject headings.

E. Lenore Casford, periodical librarian of the University of Oregon, will give a course in elementary reference work, one in Children's literature, and one in Library work with children.

The Department of Library Science of the University of Michigan will offer during the coming summer a special course for teacher-librarians directed particularly toward the needs of small high schools, junior high schools, and libraries in grammar schools. These courses are not intended for persons who expect to have charge of large high school libraries. The course will include instruction in the elements of cataloging, classification, book selection, reference work, and administration.

The course for teacher-librarians will be offered in the Summer Session and in the regular academic year of 1930-31. During the coming summer, Letitia McQuillan of Merrill, Wisconsin, who has herself had large experience as a teacher-librarian, will be in charge of this course. Admission to the teacher-librarian course at Michigan will be limited to persons who have already received a teacher's life certificate or who are candidates for such a certificate at the end of their senior year at the University of Michigan.

### Department of School Libraries

*My early and invincible love of reading I would not exchange for the treasures of the Indies.—Gibbon.*

#### The Student Assistant in a School Library

E. Pearl Hess, librarian, Bloom Township High School, Chicago Heights, Illinois

Apropos of Mr Koopman's article<sup>1</sup> on the student assistant in the college library, it may be of interest to know of a high school library in which student assistants daily prove a means of saving grace.

I, myself, was of that species *bêtes noires*, from a little college 'mong the hills of Pennsylvania, and so much of the inspiration of those apprentice days has carried over, that it has been the impelling motive in the formation of the Bloom library club, in which high school girls may early share the joy of library service. Moreover, it is an answer to a growing need which is the outgrowth of a very definite library policy. We are busy in our "kingdom of crowded shelves." Reference work includes the entire student body of well over a thousand, and is completed during the school day. In this effort to provide the proper study atmosphere, long hours result. Our doors open at 7:30 a. m., and close at 5 p. m. With a maximum daily attendance of 815 and a grade period record of 12,272, what "nedes wordes mo?"

The B. L. C. has been functioning for a period of five years, so it is now beyond the experimental stage. Our girls come to us voluntarily and are of senior grade. This necessitates a new training class each year, but it tends to make the work a distinctive opportunity and privilege. While scholarship has never been made a definite requirement, it is our experience that this type of girl is more often attracted and we boast two names

on the School scholarship cup, and this year have three members in the National Honor society. Various nationalities have been represented in our Club—French, Polish, Lithuanian, Jewish, and Italian. Our insignia is a tiny book of silver—a most prized possession.

The girls are assigned a definite hour for work each day, and two to the more crowded hours. They do all of the desk routine work, check and shelve all books, take full charge of the magazine files, prepare new books for cataloging, and file cards. It is their task to keep the shelves in order, no small task in a library of approximately 7,000 volumes, where books are in constant use. They answer all desk requests during study hours and are encouraged to help fellow-students whenever possible. No girl is held responsible for the before and after school period, but there is never any lack of help.

The most enjoyable, and, we trust, the most profitable part of our association is the weekly lecture hour which comes each Monday night from four until five. It is the purpose of these lectures to make our girls library-minded and to give them an insight into the principles of library practice and economy. A note-book is kept and the topics discussed include a brief survey of library history, the library assistant and her duties, personal characteristics and attitude to the inquirer, and desk routine. The question of shelving naturally leads to an explanation of classification. Then follows a study of the Dewey Decimal system as it is found in a school or public library. The analysis of the catalog leads to the study of the various cards. A consideration of books and their care brings knowledge of their structure and of the

<sup>1</sup>The Student assistant and library training, Harry Lyman Koopman, *LIBRARIES*, p. 87.

parts of the book from title-page to index, with the numerous interesting observations about each part. Dictionaries, encyclopedias, special reference books, periodical indexes and periodicals all claim our attention.

This course covers a year and for it each girl receives a half credit. It may be counted toward graduation, but in only a few instances has it been used. We prefer it to be a course for enjoyment and experience, and not for credit alone.

Just what has this library training meant thru the years? I have always encouraged the girls to come directly to me with helpful criticism and as a result many suggestions have been incorporated in our library policy. Students are, after all, thinking beings. To the girls it has brought poise, a sense of justice, alertness, qualities of dependability and a willingness to do the next thing. In all the years no one has taken advantage of privileges and our students have always shown the utmost respect to the student assistants. They demand that respect by respecting their job. Those who have gone on into their college years speak of their training as invaluable. One of our club members was employed in the business library of a large Chicago corporation, two assisted in their college libraries, and one is definitely preparing to make this most satisfying of professions her life-work. Who can say it has not been worth while?

#### Memorial Library for Teacher

A library is to be founded by the Parent-Teacher association at the Robert B. Green School, San Antonio, Texas, as a fitting memorial to the late Janie Cleveland, teacher. Books will be added every year by the association. One section of a bookcase, containing books suitable to the elementary grade, will be placed in every room in the school.

#### Publicity in a High School Library

C. Irene Hayner, librarian, University High School, Ann Arbor, Michigan

Publicity comes to us in a high school library as frequently, as surely, and as easily as the opportunity to serve our clientele of pupils and teachers. As often as we show a pupil where to find the latest book on aviation or a good quotation to use in his speech in assembly; as often as we send a helpful set of books on design to an inquiring teacher of art, so often do we get the sort of publicity we want; and as often as we fail to meet the instant needs, so often do we get the sort of publicity we do not want.

But there is not only desirable and undesirable publicity; there is also conscious and unconscious publicity. The conscious is the more obvious, but it is sometimes the unconscious variety which has the more influence in the long run. The librarian who is enthusiastically interested in her library cannot help but draw attention to her library and the fascinating materials she has in it. Likewise, the librarian who is delighted to be of service to both teachers and pupils whenever they come to her for assistance—even if she is just in the midst of deciding between two possible subject headings for a new book, or showing a student helper how to take care of desk work—will certainly make her library a popular resort in time of trouble.

These elements which so clearly enter into unconscious publicity are likewise first essentials in conscious or planned publicity. No device to attract attention to our library or to bring teachers and pupils into it will work over night if there is nothing behind it, any more than a restaurant's sign to "come in and give us a trial" will long draw a crowd if the food is half cooked and the waiters surly.

Publicity, I take to mean advertising our library, i.e., making it and its resources known, and favorably known, to our school library public, and that, in



most cases, is teachers and pupils. Sometimes it includes the public outside the walls of the school, especially in cases where the school library is a branch of the public library.

The really big problem of advertising the library in a way that will make its influence felt thruout the school, comes in presenting it to teachers and pupils. Of course, I suppose, we all believe that it has within it possibilities of becoming a power for self-development, for mental growth, for deep satisfaction and joy in the life of nearly every boy and girl in the school. How many of our boys and girls, I wonder, after four or six years with us, have even a glimpse of what a really close acquaintance with a library might mean to them, or of what treasures it holds, either on account of benefits they themselves have received from it, or from benefits they have seen others receive. Unless a large proportion of them sense this, we must somehow have failed to get across to them our own belief in it. There are devices and devices used to advertise libraries, but when all is said and done, the personality of the librarian, her own belief in the value of a library, and her manner of introducing it to others are the big determining factors.

First of all, among obvious devices, let us consider the first impression made by the library upon people coming into it. Did you ever go outside, walk the length of the corridor, and then, with your eyes rested, reënter to see what impression you get at first glance? Do it some time, and then after you have given a general glance around the room jot down in order the things which have attracted your attention. They may be bright windows, flowers on the desk, they may be the spaciousness of the room, restful looking chairs, inviting shelves of books or colorful magazines scattered about, or a general appearance of liveliness and business. But whichever they are, try to determine what a visitor's

first impression is likely to be and then see whether that is the impression you want him to have. Our first opportunity for advertising the library in general is by means of the approach to it and by the first impression made upon visitors. Much of this advertising lies quite within our own power to control, and will appeal to teachers and pupils alike.

Very often we are criticized for directing more publicity toward teachers than toward the pupils. Of course, one-sided efforts cannot succeed, at least more than one-sidedly; but it is very necessary to reach our teachers, and to reach them surely—to get their undivided attention repeatedly, consistently, and effectively so they will believe in the library enough to pass on the word to their pupils. Unless we get the teachers on our side we are hampered, for we find we have material on our hands with which to help them and their classes, but we cannot get them to use it. It is a good idea to carry on a campaign to interest the teachers jointly with any one planned to interest the pupils.

Each year, for example, in our school we personally hand out to new teachers the same orientation sheet for the library which is handed to new pupils. It is merely a brief stencil which states general rules as to conduct, use of books and other materials, tells where various kinds of materials may be found, and gives a list of magazines to which the library subscribes. When I give them this stencil, I invite them informally, but none the less urgently, to come to the library soon. When I see one of them come in I make a special effort to meet him in a friendly manner and find out what is wanted. I point out the reserve shelves and explain their use, the magazine files, the *Readers' Guide*, the catalog, picture and clipping files, telling how each is arranged, and sometimes showing some of the pictures or pamphlets which may be useful sometime during the year. Then I leave him alone to browse. This



first visit I make as easy and informal as I know how.

At the beginning of the year a list of the subject headings in our picture and pamphlet files are sent to the new teachers so they may have an idea of the variety of subjects on which we have material. On this list we also include cross references. During the year, when new material comes to the library which I think will be of special interest to certain teachers, I send each of them a little notice and say that it will be kept at the desk for a week for them to examine if they wish. This is a common practice among librarians, I believe; and it is likewise a common practice to send clippings, pamphlets, pictures, and magazine articles to teachers at once when the librarian knows they apply to something under consideration in class. It is an evidence of interest on the part of the librarian which no teacher can fail to appreciate.

Another thing which a librarian is always doing, and yet one which constitutes a good piece of publicity, is making bibliographies. When we make a list on a certain subject we always make it in triplicate at least, one copy for the library file, one for the bulletin board for the use of the class, this one later going into the librarian's private file in case of the loss of the other ones, and the third for the teacher asking to have the material reserved. If more than one teacher is interested in the list a copy is sent to each of them.

In addition to these means of publishing the usefulness of the library, most school librarians are occasionally given opportunity to go into a classroom to tell a class about material in the library, to show them how to find it, how to use certain library aids, or to introduce new books. In our school we have a custom of having heads of departments tell in faculty meeting once in a while what their departments are doing in general,

or what special projects they have under way. This custom gives the librarian another opportunity of bringing her wares to the attention of the faculty. Needless to say, it is not an easy thing to stand before your faculty, even a friendly one, and try to sell yourself and your goods, but it brings a rich reward in the way of donations as well as suggestions and friendly criticism of both material and service. It has brought us the point of view of faculty users of our library as nothing else has done, and in an extremely friendly, coöperative spirit. So if you are ever invited to do such a thing, or can have yourself invited to do such a thing, do it, tho you die a hundred deaths in anticipation.

Our publicity to pupils is, as a rule, less formal, I suspect, and planned more with an eye to inviting the boys and girls to get acquainted with us as a type of any library. Our desire is more to introduce them to the value of books as tools and to the delight of books as companions so they will continue to use libraries long after they have left school. Of course we are always showing them the help they can find in the library to improve their class work, but we are always looking beyond this in an endeavor to show them how much a library may contribute to life in general. Therefore, our advertising to them is somewhat different, tho its basic principles of friendly interest in the individual and real helpfulness are the same.

All thru the year, bulletin boards are planned with an eye to leading the pupils to want to know more about what is displayed there. At least one bulletin board is always kept for book displays, that is, book jackets, news items about books and authors, book lists, illustrations from books, quotations on the joys of reading, etc. The Paul Paine Map of Adventures and other maps of the sort often find a place on it as do posters on books and reading made by pupils in library squad

or art class. Then, too, we are always generous in putting signs around the room to call attention to new or interesting items. Sometimes they are simply to help people to find material which is in temporary demand, like certain science books, or the French outside reading, or American history books, until the pupils concerned learn where they are. Then the signs are taken down. An annotated list of interesting articles in the current magazines is always posted near the periodical rack. This is one made up by ourselves as more nearly meeting our needs than the list of ten outstanding magazine articles published each month and sent out to libraries.

On our display table are placed attractive groups of books on special topics. Here pupils are permitted to set up exhibits of their hobbies. Sometimes these represent work done in connection with the study of something in the classroom, but more often not. Nothing is allowed to be placed upon it which cannot be touched, because the librarian cannot assume such responsibility. Sometimes booklists or booknotes written by pupils are posted above it with the books themselves on the table beneath. The fact that such booknotes are always filed in the library where pupils have access to them makes their writing either in English or library classes much more attractive to the pupils, and gives them a very obvious share in the library—a subtle piece of publicity not to be scorned.

Such are the devices which we have found useful. Some of our advertising "gets across" as evidenced by the way our graduates come back to us for help or suggestions, but some of it does not, of course. We only hope that a large part of that advertising is effective and that we prove our point to boys and girls that after all there are few places where one may spend so profitable or so enjoyable an hour as in a library.

### Reading Guidance Thru Clubs and Contests

**Agatha L. Shea, Director of children's work for branches, Chicago public library**

Among the various methods of reading guidance adopted by our children's librarians, and used increasingly during recent years, are clubs—reading, dramatic, debating, etc.—and contests of many kinds in which children are asked to identify birds, flowers, famous personages or some other subjects which may be located in books. Both of these aids are legitimate ones, and, if rightly used, may be of real value in attaining the objective sought. Because of the tremendous growth of these activities among the children's departments of our libraries, and of the consequent expenditure of time involved, it is well now and then to stop and look over this field of activity to make sure that the means are attaining the end and that the objectives sought have not been completely overlooked in the enthusiasm for a successful contest in point of numbers, or a spectacular club program. Reading clubs are not only extremely valuable in the development of reading habits among children, and in the raising of their reading standards, but are also valuable advertising agencies for carrying library news directly into the home and school. However, club programs, to be effective, must be carefully planned, and club reading lists must be made with the capabilities of the club members, individually, clearly in mind, if the best results are to be obtained. Of what value is a monthly or bi-monthly meeting at which the children drone along monotonously reviewing books from a list many of which they would have read anyway? Or, on the other hand, of what use is the forcing upon them of a "high-brow" list for which they are not ready, and which is likely to develop in them an antipathy to the very books to which we would lead them? To what extent are handiwork clubs permissible when perhaps the

only book used is the one giving directions for the work? How much time, if any, should be allowed for social activities during the club year? These are some of the questions which we must stop and ask ourselves if we are to make sure that the reading club, as conducted by our particular library is accomplishing its objective of making the young reader a better and more discriminating one. Club work generally takes the children's librarian from the floor of a busy children's room, at one of the busiest hours of its day (for clubs usually meet after school hours), and this loss to the general work must be more than balanced by the results obtained with the small group, if we are going to be able to justify it. Is it doing so?

In contests, perhaps, the danger is even greater that the principal objective be forgotten. Just as a large membership or attendance does not necessarily mean a good club, neither does a registration of 100 or 200 children for a bird or flower contest stamp it as successful. Such a contest is only successful in-so-far as it brings to the library children who are non-readers and makes of them not only participants in the game, but regular readers and patrons of the children's room. It is successful only in-so-far as it gives the child a real desire to know something about the bird or flower identified, and to seek the library as a source for similar information at other times. To my mind it has failed entirely, no matter how many children are recorded as having finished it, nor how loud may be their clamor for another game, if it has simply stimulated them to ascertain as quickly as possible, perhaps by a rapid searching of bird books—perhaps by an exchange with another contestant—the answer to the question of the day. It may have given the children entertainment, and they may know a little more about the bird or flower than they did before, but have

we obtained our objective in using this as a type of reading guidance?

Personally, I am an unceasing advocate of clubs as a vital factor in this work, and I am convinced that contests may be used profitably, but I am also quite certain that it is necessary for all of us employing them to make, from time to time, a coldly critical analysis of both methods and results in order that we may impartially measure their effectiveness, for it is not in numbers enrolled, nor schools represented, nor increased circulation, that lies the real value of either. Only thus can we be sure that we are not mistaking the shadow for the substance.

#### A Library Project in Retrospect

Florence Corya

Teachers College at Columbia University has long been noted for its pioneer work in the different fields of education, ranging from purely experimental ventures to carefully formulated administrative plans. Leaders in educational fields are to be found in this institution. As a result, it draws students from all over the world in increasingly large numbers.

How to give these eager students the very best library service is a problem worthy of keen consideration. The problem of handling the large numbers of reference books on required reading lists to save the students' time and to lighten library routine is a question of first importance.

When Charles E. Rush came to Teachers College as librarian in the summer of 1928 he looked over the situation and considered if there were not a simpler plan for taking care of reserved material for required reading.

For a long time Dr William Heard Kilpatrick, head of the Department of philosophy of education in the college, had wished for a room where his students could have first hand access to books of required reading and the oppor-

tunity to browse further as their fancy led them.

With Mr Rush's desire to speed up library routine and Dr Kilpatrick's cherished ambition of having his reserved books housed in a special room a plan materialized, and in November, 1928, a room known as 318 opened its doors to student use.

From the first the idea, from the library point of view, has been purely experimental. The system adopted, while not original at Teachers College, has been a distinct departure from older methods of handling reference material and an earnest endeavor to try to relieve the library administration from many cumbersome details of routine procedure.

The plan has been in successful operation for more than a year in Room 318 and it is interesting to look back and to see what has been accomplished. When the room, which was light and cheery, first opened it was equipped with tables, chairs, large open wall cases, and a few well-chosen pictures—not much else except a large bulletin board. The books on Dr Kilpatrick's list, arranged alphabetically by author, filled two sides of the room. An assistant from the teaching department took charge in the mornings and a library assistant supervised the desk in the afternoons and evenings.

Window draperies of a restful green, bought with student contributions, appeared at the windows. Ferns, rubber plants, and a gay primrose made their appearance. The bust of John Dewey, sculptured by Epstein, was placed in one corner of the room with a pleasing ceremony. Dr Dewey was present on the occasion and students flocked in to catch a glimpse of this great figure in the educational world. Another ceremony took place when a Banner of Tribute (black silk Chinese characters against a white satin background) whose translation is "The teachings of a great master extend endlessly" was presented to Dr Kilpatrick by the National Association for the

Advancement of Education in China and unveiled in Room 318.

Our purpose became threefold: First, to create an informal, pleasant place where students would love to come to do their required reading. Second, to place before the students books and subject matter of cultural interest. The bulletin board, a special table for exhibits, and another table for interesting current articles and magazines helped to foster and carry out our second purpose. Our third motive was to act in an advisory capacity. A subject index of the books was made, a scrap book for book reviews was begun and another was provided to take care of the material taken from the bulletin board each week. A subject reference file was compiled, based on questions asked by students, bibliographies worked out for term papers, etc. Questions other than routine asked at the desk were written down and kept for reference.

All of this took place during the winter and spring sessions. Then summer school came along. Our daily average attendance during the six weeks hovered around the 600 mark and some days we took care of over a thousand readers in a room approximately 25 by 50 feet.

Plans are afoot for adopting the system used in Room 318 thruout all departments, in one great reading room of the library and placing the vast numbers of books of required reading on open shelves. The idea has worked well in dealing with a group of 700-800 students from one department. It remains to be seen how successful the method will prove when applied to the winter and spring sessions of 5,000 students, and later to the 10,000 student enrollment of summer school.

As our project draws to a close we have definitely proved that books on required reading in this busy, overcrowded institution may be successfully placed on open shelves, thereby saving the students' time and mitigating library routine.



**The Evolution of a School Library**  
Florence O. Steele, librarian, Public schools,  
Franklin, New Jersey

The dictionary defines a library as an arranged collection of books. A school library, we are taught, may consist of but a shelf of books in the principal's office, a few books in the various school rooms, or a modern and scientifically equipped library such as is found, for instance, in the Lincoln school at Columbia University. It has been said too, and well said, that the Bible and Shakespeare may constitute a library. As each and all are libraries, it is evidently a wide term and covers book collections anywhere and everywhere.

The library that we are taking into consideration, or rather the very vague beginnings of one, was in a small town public school. In the beginning the grades and high school were all housed in one building. The principal's office was of the "cubby hole," two-by-four variety and was tucked away under the stairs on the second floor in the middle of the building. There was very seldom any real sunlight there. A flickering gas jet, however, did its best.

And it was in this cluttered up, overflowing, busy little room that part of the library was crowded, unarranged, on the shelves.

Still another part of this library to be was in one of the grade rooms downstairs. It was mostly fiction. This too had, at one time, been in a flourishing condition but lending without any adequate charging system had considerably depleted its shelves.

Another part of this embryo library was in a cabinet in an upstairs hallway. This cabinet contained some good reference books, especially in history, and a small collection of good fiction.

This sad lack of system had probably been going on for a number of years when a new secretary to the principal was appointed. She was a young lady with an imagination, a great love of

books, and as it so happened, had acted as substitute at the charging desk of the town public library. She had had no library training but perhaps it was her business training which led her to thinking that a little system would bring some kind of order out of the chaos. Her duties were heavy, but gradually the thought came that perhaps she might be held accountable for the books that were kept in the office. So she took the time to make a list of the books that were there, alphabetically arranged under the author's name, and placed the books on the shelves in the same order. Her list, which was typed, also showed all books by the same author together. As she was on duty all day and as it was only a mere trifle, she appointed herself as custodian of the notebook in which the names of the teachers who had borrowed books were recorded, their names and the titles of the books. From this time on she kept the notebook herself, telling the borrower at what date her book should be returned and placing this date

The secretary now turned her attention to the books in the high-school department. Here she realized more than in the other library, that her lack of cataloging knowledge would hinder her from doing very much. She made, however, a list of the books as before, placed a copy of this list in the English department of the high school for reference and suggested that a more careful check be placed upon the books borrowed. She also suggested that two senior librarians be appointed, one to serve at noon and the other after school in the afternoon.

The poor little elementary library was in rather a dilapidated condition. She, therefore, discarded the poorest books and added the others to the high school library as there were so few and there seemed to be no way to have them circulated for the children.

The secretary now had a list of books in the library arranged alphabetically by



author, and a charging system, probably crude but at least in working order.

The next step was the moving to the new high-school building. The library was a large, well-lighted room on the second floor. True the shelves were a trifle higher than is approved, the reading table reached from one end of the room to the other, and there was no charging desk but compared with the varied quarters the books had occupied before, the room itself would take the library several steps up the ladder.

But now came a series of drawbacks. The books from the old building were brought over and literally dumped on the shelves, the English department was too busy getting settled to "bother with" the library, and the secretary's duties were nearly doubled, having work to do for both buildings. She would be delighted to put it in order and work there. But could she, even if she had the time? She had Saturdays free, she could give that time. And then, too, she could stay later in the afternoon.

She gave a great deal of thought to the subject, however, and at last went to the principal. She told him that she would be willing to give the extra time and, if she could get help, could she have the necessary supplies for cataloging and establishing a charging system? In short, to put the library on its feet, as it were, and make it useful to the school.

At last the consent of the principal was obtained and when she realized that the great task of classifying and organizing the library was hers, she almost felt that she had undertaken more than she could accomplish. After thinking the matter over thoroughly, she went to the public library, taking her problem with her. She found the librarian more than willing to meet her half way. She listed the supplies to be ordered and when they arrived came up to the school and gave instructions about using them. The book pockets, date due slips and book cards

were duly made out. The books were stamped, numbered and accessioned in the proper manner. The librarian spent an hour or so at the school every morning, cataloging some of the books herself, explaining the Dewey decimal system to the secretary, instructing her in making out the catalog cards, giving her lessons in simple cataloging, allowing her to classify and catalog a few books every day and then correcting her work.

Finally there came a day when all the books were cataloged, classified and on the shelves in their proper order and the catalog ready for use. Much to the surprise of everyone, when all the books had been collected there were over a thousand. A clever janitor who knew something of cabinet making, aided by the manual training department, contrived a magazine rack. The Board gladly subscribed for a daily paper, a goodly number of magazines, and the *Reader's Guide*. Several good reference books and a set of encyclopedias were purchased.

One morning the doors were thrown open and the school awoke to the fact that it was in possession of a well-organized and well-equipped school library. Several of the teachers, who had known something of library work in college, offered to take charge and very soon the library was in running order. Books were circulating, reference books were being consulted, and students were spending their spare moments in browsing there.

Quite a contrast to the lock-step method past a shelf of books and a hit or miss selection of one. Books no longer disappeared nor were endlessly kept out by one person—the fines took care of that. It was no longer guess work as to what was really in the library. System and arrangement had changed all that. The dictionary's definition had at last been arrived at and the top of the ladder was in sight.

## Book Menus

Mildred L. Batchelder, librarian, Haven school library, Evanston, Illinois

An old number of the Cleveland public library *Open Shelf* (July-August 1927) was the inspiration for a new way of trying to attain an old aim. It advertised "Week-end menus" and most appetizing packets of books were suggested for the short vacationist. The idea of menus brot to mind well-planned lunches, calory value of foods, and balanced diets. Why not make book menus in which as much thot should be placed on the variety of titles, discriminating choice of books, and the inclusion of a certain proportion of what might be styled substantial mental food, as is expended on the careful planning of dinners.

With this in mind the adventure was tried in several Evanston school libraries. After the children had discussed how and why to plan a dinner, had compared a balanced meal with a well-planned reading diet, and had talked once more of the different sorts of benefit or pleasure derived from different kinds of books, they were enthusiastic to try their hand at book menus. It necessitated some thot about the comparative value of books and some effort to sense why Mrs Wiggs of the cabbage patch has a place as well as David Copperfield. The results were illuminating and provocative. Katherine Block, elementary school librarian in South Evanston, worked out the plan in the fifth and sixth grades and received most gratifying results, not only in the choice of titles, but also in the make-up of the menus. Many were done elaborately and decorated to simulate the most extravagant sort of printed menu. In another school one seventh grade menu is headed "Gold Star Cafe" and has variety to its credit.

## GOLD STAR CAFE

## Menu for Today—Special

Fruit Cocktail : Jimmy, the black bear cub  
by Baynes  
Chicken Soup : Dr Doolittle's caravan  
by Hugh Lofting

Roast Beef : Last secrets  
by John Buchan

Mashed Potatoes : True story of George Washington  
by Brooks

Tuna Fish Salad : Rainbow gold  
by Teasdale

Creamed Peas and Carrots : Heidi  
by Spyri

Bavarian Cream—Raspberry : Jack Hall at Yale  
by Camp

Tea, Coffee, or Chocolate : Salt water stories  
by St. Nicholas

An eighth grade "Delicious Book Menu" shows careful balance in the choice of "dishes":

## A DELICIOUS BOOK MENU

Appetizer : 100 riddles and 101 things to do  
by Horan

Soup : The Seal of the white Buddha  
by Hawthorne Daniel

Meat : The Tale of two cities  
by Charles Dickens

Salad : Nature's garden  
by Blanchan

Potatoes : Siberian gold  
by T. and W. Harper

Rolls : Little women  
by Louisa Alcott

Drinks : Johnny Appleseed and other poems  
by Vachel Lindsay

Dessert : Smoky by Will James

A few special diets were attempted, diets which planned to correct a one-sided or poor reading taste. One "Literary menu" for a boy who reads scarcely anything but series books contained Boy Scouts of Bob's Hill, Forward ho!, Treasure Island, Barnaby Lee, and finally Ivanhoe. Another special diet planned for the boy who reads nothing but history included Tom Sawyer as a cocktail, Historic airships as soup, Merry adventures of Robin Hood as meat, Tale of two cities as potatoes, Boys' book of model boats for vegetable, Boy's King Arthur for bread and butter, Robinson Crusoe for milk, and as dessert Adventures of Don Quixote.

Sometimes the food parallel affected the children's imaginations to the extent of making Eskimo twins represent the ice cream and Two little Confederates the chocolate cake while salad was Na-

ture's garden. Such suggestions pleased the literal-minded while others spent their time in a new kind of examination of quality. Everyone had his chance to make his ideal list.

#### Adventures in the Library

Joseph L. Wheeler, librarian, Enoch Pratt free library, Baltimore, Md.

A very fortunate type of coöperation between the public library and the public schools in a large city has been worked out in Baltimore. One of the forms in which it materializes is thru a series of loose-leaf pamphlets bearing the general title *Adventures in the library*, and intended to take a large part in the English courses in every grade from one to twelve. Of this series, the fourth and seventh grade pamphlets have now appeared. They are printed on separate sheets, with a manila cover, all punched, so that they may be placed in the students' regular English note book, or, if preferred, they may be handled independently, in which case the pages are stapled together.

As to the scope, planning, and presentation, they are one more attempt, and we think a most successful one, to give boys and girls from the very beginning of their school work, a personal familiarity with the use of books in the public and school libraries, and particularly to encourage the real love and regard for books which, to librarians at least, is always considered one of the chief goals, both of the public school course and of library service.

Instead of approaching this from the usual library background with its unfortunate lack of understanding and appreciation of the school teachers' viewpoint, the project was from the beginning a joint one equally shared in by Miss Wilkinson, our director of children's work, actively known in A. L. A. circles, and Dr Angela Broening, well known in the public school system as an influence for better reading. At one time a super-

visor in geography and again in reading, at present, Dr Broening is a teacher in one of the high schools from which she also directs much reading activity and some of the school library activity thru-out the city.

First of all, came a careful outlining of the subject matter for each of the twelve grades. If anything, the material is as advanced as could be expected from the students of any grade. Furthermore, in keeping with the general tendency in teaching methods, it was decided to present all the subject matter by the "inductive" process. That is, instead of giving a long explanatory statement and asking the pupil to answer questions on what he had read, the whole presentation is rather unique in throwing him directly into a situation such as, for example, some sample cards and trays and a card catalog, and asking him to give the answer to a question which he had never heard of before, but which he should be able to answer by carefully examining the material before him.

This is rather a novel form in which to present the subject of book and library use, but the material was tried out very carefully in a number of schools under the supervision of Dr Broening, and the mimeographed material was modified several times before it finally met the approval of those interested, and was put into type. At this point, a most careful study was made of the visual form in which the student was to receive his material. The writer has always felt strongly that library material should be presented with much more pictorial equipment. This seemed an appropriate opportunity for it. A study of the pamphlets shows that without the illustrative material they could not possibly be so effective as they are now. Beginning with an attractive cover and showing a profusion of sample catalog cards, title pages, and pages from indexes, etc., they are really interesting to look at. This quality seems essential.

In order to preserve the spirit of book appreciation and "bookishness," the library has prepared a considerable amount of material, such as book lists, quotations, short biographical sketches of authors or of persons who have used books, etc. In the seventh grade pamphlet, there is a fairly complete list of the library magazines on all subjects, the idea being that students in the seventh grade may let their minds roam thru all these various fields, and at least picture to themselves the great range of subjects in which some one is interested.

These pamphlets are a piece of pioneering, in a sense, and are subject to considerable revision, which their loose-leaf form facilitates. It is hoped to modify the material so that it can be used in other cities. The fourth grade pamphlet sells for 20 cents, and the seventh grade pamphlet at 25 cents.

#### News from the Field

##### East

Hon. L. N. Littauer, New York City, recently presented Widener library, Harvard University, 12,000 volumes of Hebrew literature dating from the introduction of printing to the present time. The gift brings Harvard the valuable collection of Ephriam Deinard, venerable Hebrew scholar and bibliographer of New Orleans, which includes the most important works in every branch of Hebrew literature.

##### Central Atlantic

The schools of the eight Indian reservations in the state of New York have received over 300 books from the Traveling library of the State Education department. The books sent out were entirely fictional in character appealing strongly to the juvenile mind. The Indian youth of today is brought up under such modern environment that Indians, such as Cooper portrayed, are almost as novel to them as to our own young people.

The New York state library association, the Grange, the New York State Congress of Parents and Teachers, the State Federation of Home Bureaus, and other civic organizations have drawn up a new county library law, such as other states have, to provide library service for the million and a half people living on farms in the state of New York who are without library service. This bill is soon to be presented to the state legislature.

The 1929 report of the Burlington County free library, Mt. Holly, New Jersey, shows a total circulation of 30,169 books issued thru 125 stations, an increase of 3,443 volumes over last year. Total book collection numbers 33,055 v; 4,942 books were added during the year. Attached to the report is a directory of stations and custodians.

The Free library, East Hampton, New York, has received a gift in the form of a new fireproof room which is to house valuable historical books and papers. It will be called the Gardiner memorial room. This is especially interesting because of the history of the Gardiner family—the first Lion Gardiner settled on Gardiner Island in 1639, before the settlement of East Hampton.

*The Public Library Readers' Column* of New Brunswick, New Jersey, for February 23, carries a nice suggestion. Here it is in part:

##### Did You Know?

The Free Public Library:  
was the gift of Andrew Carnegie in 1902.  
is a department of the City of New Brunswick.  
is supported by local taxation.  
receives \$25,500 for maintenance in 1930.

It lists further information for patrons in terse, telling sentences.

John Chancellor, whose article *The Future of informal education in libraries* is concluded in this issue of *LIBRARIES*, is leaving his position as



readers' adviser of the Free public library, New Haven, Connecticut, to become Supervising librarian of federal prisons at Washington. Notable educational and welfare reforms in several federal penal institutions thruout the country are under way. These include the establishing in each prison of an adequate library in charge of a trained librarian with a supervising librarian in Washington to select the books and organize schemes of reader guidance which will fit in with the general adult educational programs intended for prisoners. Mr Chancellor takes up his new work April 7.

#### Central

Blanche Thompson, for the past 25 years librarian of the Public library, Ripon, Wisconsin, resigned her position February 17.

The construction of two branch libraries in St. Paul, Minnesota, to be called the Hamline branch and the Merriam Park branch, has been made possible by \$86,000 funds of the Hale estate.

As a memorial to her parents, Mr and Mrs A. B. Turner, sr., Mrs F. C. Okey has given the Board of directors of the Public library, Corning, Iowa, a gift of \$10,000 for the purpose of expanding the library.

The Cincinnati public library was presented with a collection of rare books on Italian art by the Cincinnatus Lodge, Sons of Italy in America, at the recent celebration of their eightieth anniversary.

Edith A. Rechcygl, former librarian of the Free public library, Mankato, Minnesota, has been appointed librarian for the Public library of Virginia, Minnesota, to fill the vacancy caused by the resignation of Grace Stevens.

State Librarian George E. McCormick, Columbus, Ohio, reports that the State library now is lending more than 15,000 books monthly to rural communities of

Ohio. These books are going out in traveling library units ranging in size from 50 to 500 books.

The librarian's report of the Public library of Oak Park, Illinois, records that 434,183 volumes were lent for home use during 1929, a gain of 5.1 per cent over last year; 61.2 per cent of the total circulation was adult books. An average of 25 books was lent to each of the 17,500 families in Oak Park. Total receipts, \$47,527; expenditures—books and binding, \$8,859; salaries, \$26,753; total expenditures, \$43,586.

The library is served thru a staff of 15 full time workers.

The new Breaden Family branch of the Reuben McMillan free library, Youngstown, Ohio, was dedicated February 14. Dr Lester S. Ivins, author and educator, delivered the dedicatory address and commended Youngstown's library development. Youngstown is said to be the only city in the country which has erected four branch libraries within the last three years. Mr J. P. Wilson, president of the Board, lauded the foresight of Nancy Breaden, whose bequest made this branch possible. A fund was also left by Miss Breaden, the income of which will be used for the purchase of new books. Other interesting addresses were given, and the program was closed with the presentation of the new building to the people by the librarian, Clarence W. Sumner.

The goal of a quarter of a million books in circulation was reached and passed in 1929 with a surplus of 16,210 toward the next objective—a 3,000,000 circulation—according to the annual report of the Public library, Lima, Ohio. There were 266,210 books issued for home reading, a gain of 25,308 v. or 10½ per cent. Of the 266,210 books issued, 83,112 were books of non-fiction, juvenile and adult. The adult non-fiction amounted to 32,466 v. There were 111,637 juvenile books borrowed.



In the more serious reading classes, psychology, religion, and biography show gains ranging from 28 to 33 per cent; literature, sociology, and fine arts, from 14 to 26 per cent; natural science 4 per cent gain; history, 10 per cent. The demand for non-fiction was strong and consistent thruout the 12 months.

Over 2,000 reference questions were answered during 1929. Every study club in the city files its program with the reference department, and work with business and professional people has shown marked increase. A series of conferences with teachers at the Central library and a Booklovers' club for boys and girls were new developments.

#### South

The Theological department of La Grange College, Hannibal, Missouri, has received the library of the late Dr R. B. Whiteside, former pastor of Euclid Avenue Baptist church. The library contains many valuable works on theology.

Contrary to popular supposition the number of men visiting the Public library, Norfolk, Virginia, during 1929, is greater than that of the women visitors, according to the annual report. There were 5,707 books added during the year, making a total of 65,987v. now in the library. The total number of registered borrowers is 26,322; 14,435 adults, and 11,887 children. There were 346,211 books issued for home use, an increase of 20,653 over last year. The use of the Sargeant memorial room has given service to persons from all parts of the state doing research work. Many valued gifts have been added to its American history collection and a list of the donors is attached to the report.

#### West

The Page Memorial library, Sand Springs, Oklahoma, a gift to the city from Mrs Charles Page in memory of her husband, was formally dedicated and opened to the public on February 27.

#### Foreign

The self-appointed task of Americans in rebuilding parts of the devastated war area of France is still going on. One building recently completed, a gift of the Carnegie Endowment for International Peace to the city of Rheims, was a new structure to house the municipal library saved by the heroism of M. Leriquet, librarian, just before the medieval Hotel de Ville was burned May 3, 1917. The new library stands in the shadow of the old cathedral. The facade of the structure bears the following inscription: "To stand as evidence of the friendship of the American people for the people of France and as an expression of sympathy for the suffering and loss of France in the World War."

**Wanted**—LIBRARIES will pay 25 cents for January 1930 numbers. Kindly address LIBRARIES, 216 West Monroe St., Chicago.

**Wanted**—Position in small library by young lady with college and library school training. Will accept temporary or permanent work. Dept. A-18.

**Wanted**—Position by graduate of library school and university. Three years experience, one in catalog department and branch work, two as assistant librarian. Dept. A-14.

**Wanted**—Position by university and library school graduate. Six years experience, four as head of medium-sized library. Prefer public library position, excluding children's and cataloging departments. Dept. A-10.

**Wanted**—Executive secretary. Should be college and library school graduate, preferably with library and teaching experience, good typist, able to drive a car. State salary expected. Charles F. Woods, director, Riverside Library Service School, Riverside, Calif.